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ABSTRACT

Activities related to the preparation of literacy follow-up materials in Asia and the Pacific are described in this final report of a regional workshop. Following a summary of the proceedings of the workshop, chapter 1 reviews preparation and field testing of printed book materials, printed nonbook materials, electronic media materials, and games by workshop participants. Planning of national follow-up activities for China, Indonesia, Malaysia, the Philippines, Papua New Guinea, Thailand, and Viet Nam are outlined in chapter 2. Reports on the development of neo-literate materials for these countries are included in the annex, which also includes general information on and the schedule of the workshop, a list of participants, and the full or brief texts of seven papers: (1) "Orientation on Neo-Literate Materials and Process of the Workshop" (T. M. Sakya); (2) "Presentation on Asian/Pacific Joint Production Programme" (Taichi Sasaoka); (3) "Preparation, Adaptation and Production of Materials for Neo-Literates Based on the Packet A and AJP Materials" (Maman Suherman); (4) "Evaluation of Materials for Neo-Literates Based on Paket 'A' and AJP Materials" (Jeane Doko Saudale); (5) "The Preparation, Production and Evaluation of Materials for Neo-Literates" (Tongyoo Kaewsaiha); (6) "Selection of Format and Method of Design of Neo-Literate Materials" (S. Tajima); and (7) "Introduction of New Method for Analysis Using NP Method" (S. Tajima). Texts of the opening statements are appended. (MES)

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Practical Method for Preparation of Neo-Literate Materials

Final Report

Fourth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

Jayagiri, Bandung, Indonesia
20 29 October 1986

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Asian Cultural Centre for Unesco (ACCU), Japan

Directorate General of Non-Formal Education, Youth and Sports,
Ministry of Education and Culture, Indonesia

Unesco Regional Office for Education in Asia and the Pacific (ROEAP)

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Ministry of Education and Culture, Indonesia

Unesco Regional Office for Education in Asia and the Pacific (ROEAP)

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This report was produced by the Fourth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific jointly organized by the Asian Cultural Centre for Unesco (ACCU), Tokyo, and the Directorate of Non-Formal Education, Youth and Sports, Ministry of Education and Culture, Indonesia, in collaboration with the Unesco Regional Office for Education in Asia and the Pacific (ROEAP), Thailand National Commission for Unesco and the Japanese National Commission for Unesco, in Jayagiri, Bandung (Indonesia) from 20–29 October 1986.

This report consists of Proceedings, two Chapters – I. Preparation and Field-testing of Materials by the Groups and II. Planning of National Follow-up Activities – and Annex and Appendix.

The Chapter on preparation and field-testing of materials should prove to be particularly useful in developing different types of materials for neo-literates – 1. printed book materials, 2. printed non-book materials, 3. electronic media materials, and 4. games and others.

Special thanks to the active involvement of the participants, sincere and kind guidance of the able resource persons and advisors from Unesco ROEAP, and hearfelt hospitality and devoted working of the secretariat staff from the Ministry of Education and Culture of Indonesia, the Workshop brought a great success.

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PROCEEDINGS

1. Introduction
2. Objectives
3. Opening of the Workshop
4. Election of Officers
5. Paper Presentation and Discussion
6. Group Work
7. Preparation of National Follow-up Activities
8. Closing of the Workshop
9. Recommendations

1. Introduction

The Fourth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific was jointly organized by the Asian Cultural Centre for Unesco (ACCU) and the Department of Education and Culture of Indonesia in collaboration with the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) and with the co-operation of the Indonesian National Commission for Unesco as well as the Japanese National Commission for Unesco.

The Workshop was held at the National Learning Activities Development Centre (BPKB) Jayagiri, Bandung, Indonesia, from 20 to 29 October 1986 and was attended by 16 participants from 7 countries in the Region (List of participants is given in Annex 3).

2. Objectives of the Workshop

The objectives of the Workshop were to provide training experience concerning the neo-literate materials relevant to the needs of the rural people, to the participants from seven Unesco Member States regarding:

1. The development and production of neo-literate materials including design and illustration;
2. The study of needs and problems in rural areas; and
3. The distribution and utilization of neo-literate materials.

3. Opening of the Workshop

Opening of the workshop at BPKB Jayagiri

The Workshop was inaugurated by Dr. W. P. Napitupulu, the Director-General of Non-Formal Education, Youth and Sports, on behalf of the Minister of Education and Culture of the Republic of Indonesia, on 20 October 1986 at 9.30 A.M. in the Conference Hall of the National Learning Activities Development Centre (BPKB) Jayagiri, Lembang, Bandung, Indonesia.

At the beginning of the opening session, Mr. Darlis Djosan, the Chairman of the Organizing Committee of the Workshop, welcomed the participants and guests on behalf of the Department of Education and Culture, Government of the Republic of Indonesia.

He reported that prior to the Workshop, the Directorate General of Non-Formal Education, Youth and Sports had organized a National Workshop on Development of Paket "A" Supplementary Learning Materials in Indonesia, the result of which would be utilized in this Regional Workshop.

Representing Unesco, Mr. T.M. Sakya, Education Advisor of the Unesco Regional Office for Education in Asia and the Pacific, Bangkok, extended welcome and greeting to the participants of the Workshop on behalf of the Director-General of Unesco and the Assistant Director-General for Coordination of Unesco Activities in Asia and the Pacific.

He emphasized the importance of the neo-literate materials in the context of the Regional Programme "Asia-Pacific Programme of Education for All" (APPEAL), which was about to be launched on the occasion of the 40th Anniversary of Unesco.

APPEAL is aiming at eradication of illiteracy, universalization of primary education and provision of continuing education by the year 2000 in Asia and the Pacific.

He expressed hope that the Workshop would help to develop neo-literate materials so that the APPEAL could be successfully implemented.

He thanked the Government of the Republic of Indonesia for hosting the Workshop and the ACCU for organizing the Workshop in co-operation with Unesco.

Speaking on behalf of Asian Cultural Centra for Unesco (ACCU), Mr. T Sasaoka, the Executive Director of ACCU, expressed deep appreciation to all participants, resource persons, and observers who have come all the way to attend the Workshop.

He thanked Dr. W. P. Napitupulu, and the Indonesian National Commission for Unesco for readily consenting to organize the Workshop jointly with ACCU, and the Department of Education and Culture of Indonesia, in co-operation with Unesco Regional Office for Education in Aisa and the Pacific.

Highlighting the main activities of ACCU, he explained that ACCU has so far developed 23 kinds of materials under Asian/Pacific Joint Production Programme, of which 19 kinds have already been translated into 12 national languages of 8 countries.

ACCU has been organizing Regional Workshops for training of experts on the development of neo-literate materials in cooperation with Unesco. So far three Regional Workshops have been organized.

Mr. Sasaoka observed that ACCU's third important literacy programme is the organization of National Workshops, one of which was recently concluded in Jayagiri.

He hoped that the outcome of the Fourth Regional Workshop will help to further development of neo-literate materials in Asia and the Pacific.

Delivering a keynote address Dr. W. P. Napitupulu observed that the Fourth Regional Workshop is a significant event in the continuing struggle against illiteracy in Asia and the Pacific Region. He thanked the Unesco Regional Office for Education in Asia and the Pacific and the Asian Cultural Centre for Unesco for their genuine interest in the contribution to illiteracy eradication. He noted that Indonesia is currently engaged in an all-out effort to raise the educational level of the masses, through the development and implementation of a non-formal education system. Indonesia's philosophy of non-formal education is that both individual needs and interests and national socio-economic development goals are intertwined, geared towards better quality of life of the individuals and of society as a whole.

He also explained basic characteristics of Kejar Programme and stated that the programme is so designed that it contains the strategies aiming at retention and stabilization of literacy skills, continuation of learning beyond the literacy skills in order to impart adequate basic education, and application of learning for personal, social and economic development.

He expressed his opinion that follow-up materials should be designed to serve as remedial and functional extensions of education to meet the needs. The reading materials should be related to local conditions, problems and needs.

These materials should also be able to attract the attention of new literates and induce them to read further.

Finally, he expressed hope that the Workshop would enable participants to share experience that would help in developing and preparing reading materials for neo-literates in rural areas in order to improve their standard of living.

4. Election of Officers

The participants of the Workshop unanimously elected the following officers for the Workshop.

Chairman:	Dr. Zainudin Arif (Indonesia)
Vice-Chairman:	Dr. Manuela Quisido (Philippines)
Rapporteur:	Mrs. Kasirah Rusini (Malaysia)

Resource persons of the Workshop were Dr. Tongyoo Kaewsaiha (Thailand), Mr. Maman Suherman (Indonesia), Mrs. J.A.Doko Saudale (Indonesia).
Mr. T.M. Sakya (Unesco, ROEAP) was advisor to the Workshop and Mr. T. Sasaoka (ACCU) was Secretary of the Workshop.

5. Paper Presentation and Discussion

Lecture by the resource person

Prior to the presentation of papers, all the participants and resource persons including all members of the Organizing Committee present in the Workshop, were requested to introduce themselves.

Then the resource persons from Unesco, ACCU, Indonesia and Thailand presented their papers. The topics of their papers are presented below and their summaries are presented in Annex 4.

Mr. T.M. Sakya, Education Advisor, Unesco Regional Office for Education in Asia and the Pacific has explained the context of the neo-literate materials development and the role of the Fourth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

The topics of Mr. Sakya's orientation were as follows:

a. Present Literacy Situation in Asia and the Pacific

b. Need for Regional Programme (APPEAL)

c. Importance of Neo-Literate Materials

d. Role of Non-Formal Education for Development

e. The Process of the Workshop

Mr. Taichi Sasaoka, Executive Director of ACCU, together with the ACCU team, presented the Literacy Joint Production Programme of ACCU.

The topics of Mr. Sasaoka's presentation were as follows:

a. Introduction of ACCU

b. Background of ACCU's Literacy Joint Programme

c. Contents of ACCU's Joint Literacy Programme

Mr. Maman Suherman, Director of National Learning Activities Development Centre (BPKB) Jayagiri, Lembang, Bandung, presented his paper on Preparation, Adaptation and Production of Materials for Neo-Literates based on the Paket A and AJP Materials.
He mentioned three reasons for the need of having Paket A Supplementary Materials.

Dr Tongyoo Kaewsaiha, Director of Operation Division, Non-Formal Education Department, ministry of Education of Thailand, presented the talk on the Preparation, Production and Evaluation of Materials for Neo-Literates.

The topics of Dr. Tongyoo's presentation were as follows:

a. Needs and characteristics of Neo-Literate Materials

b. Development and Production of Materials for Neo-Literates

c. Evaluation of Materials for Neo-Literates

Mr. Shinji Tajima, Head of Book Development Section, ACCU, presented his paper on selection of format. He introduced some ideas on how to select a format and also on designing Neo-literates Materials, showing the varieties of formats. He suggested that the participants of the Workshop should be more creative and more flexible in creating a new format. He then stressed the importance of considering at least four items in selecting format.

The topics of Mr. Tajima's presentation is as follows:

a. Understanding needs and literacy level of target neo-literates

b. Location and conditions in which materials are to be used

c. Methods of application and their clarification

d. Production costs

Presentation of Country Reports

Members of each participating country in the workshop were requested to prepare in advance a paper on the neo-literate materials production programme in their country. These papers were presented in the afternoon session on 20 October 1986. At the end of each presentation participants were given chances to raise questions.

The full texts of their papers are given Annex 5.

6. Process of Group Work

Participants preparing the materials for field-testing

On the 21 October 1986, all participants visited Cibodas village which is located 8 kilometres from the National Learning Activities Development Centre (BPKB) Jayagiri, Bandung. The objective of this visit was to familiarize participants with the various aspects of rural life in Indonesia. The observation visit was necessary prior to group work to develop materials for neo-literates in their respective villages.

Participants were divided into 4 working groups to develop the following four types of neo-literate materials.

Group A or Mawar:	Printed book materials
Group B or Bakti:	Printed non-book materials
Group C or Anggrek:	Electronic media materials
Group D or Harapan:	Games and others.

The Chairpersons and Rapporteurs of the groups were as follows:

Group A	Chairman:	Mr. Ali Agam (Indonesia)
	Rapporteur:	Mr. Hoang Tan Thu (Vietnam)
Group B	Chairwoman:	Dr. Manuela Quisido (Philippines)
	Rapporteur:	Mrs. Sharifah Simon (Malaysia)
Group C	Chairman:	Mr. Rambai Keruwa (Papua New Guinea)
	Repporteur:	Mrs. Rosalinda G. Capinpin (Philippines)
Group D	Chairwoman:	Mrs. Susan Malone (Papua New Guinea)
	Rapporteur:	Mrs. Susan Maline.

The following villages were selected for community study. The Groups visited the villates on 22 October 1986.

Group A or Mawar:	Jayagiri Village
Group B or Bakti:	Langensari Village
Group C or Anggrek:	Suntenjaya Village
Group D or Harapan:	Sukamanah Village.

Community study was undertaken through observation, random sample survey and through dialogue and discussions with the community. Background information on the village – geographical, demographic, social and economic – was distributed to the participants for study.

After visiting and studying the communities the groups attempted to list needs and problems. The groups followed the process of developing materials as laid out in the "Guidebook for Development and Production of materials for Neo-Literates" with some modifications to suit the existing situation.

The following materials were prepared by the four groups after intensive group work on the 23, 24 and 25 October 1986.

1. A Clean Home Environment (Booklet)
2. Take Care of Yourself Today (Folder)
3. How to Increase Our Income (Poster)
4. How to Improve the Well System (Folder Poster)
5. How to Improve the Environment for Health (Flannel Board)
6. Get More Money from Your Sheep (Game Picture)
7. Nutrition (Card Game)
8. Let's Improve our Quality of Life (Card Game)
9. From a Bumpy Road to a Good One (Development Cycle)
10. Let's Be Happy (Box Puzzle)
11. Good Care for Food, Good Health for Us (Slide Kit)
12. Good Care for Food, Good Health for Us (Serial Poster)
13. We Can Help Ourselves (Card/Dice Game)
14. How to Care and Prevent Cholera (Serial Poster)

The prototype materials were first developed in English and presented and discussed in a general session of the Workshop. After that the materials were translated into Indonesian language for testing in the villages.

Testing of the above prototype materials was done on 27 October 1986 in the villages both in structured and unstructured groups to assess the relevance of the theme of the materials, clarity, simplicity of the language and illustration, presentation, styling and format, etc.

The groups reviewed, field tested and revised the following AJP Materials:

Group A:	Mari – the girl who could not go to the festival. (Booklet)
Group B:	a. How Wonderful a Clean Home is! (Poster) b. Let's Wipe Out Intestinal Parasites (Poster) c. Let's Keep our Environment Clean (Poster)
Group C:	Let's Form a Cooperative (Radio Programme)
Group D:	a. Jigsaw Puzzle of Home Gardening b. Ladder Game of Tree Plantation.

7. Preparation of National Follow-up Activities

One of the objectives of the Workshop was to prepare plants of follow-up activities by each country's team to further apply the result of this Regional Workshop in earch participating country. On 25 October 1986 the teams of each of the participating countriies were assigned to prepare their plans. Prior to this assignment they were briefed on how to make their plans and what Asian Cultural Centre for Unesco in cooperation with Unesco Regional Office for Education in Asia and the Pacific could do to help with some financial assistance.

The National follow-up activities prepared by each country's team are presented in Chapter II.

8. Closing of the Workshop

Closing of the workshop in Bandung

Closing ceremony was held at 17.30 on 28 October in King's Garden Restaurant attended by all the participants of the Workshop and some invited guests. First, Mr. Darlis Djosan, the Chairman of the Organizing Committee reported the outcome of the Workshop.
Then Mr. T.M. Sakya, representative of Unesco Regional Office for Education in Asia and the Pacific, Mr. Taichi Sasaoka, Representative of Asian Cultural Centre for Unesco, and Dr. Manuela Quisido, from the Philip-

pines on behalf of all the participants, made a few remarks. Finally, the Director-General of Non-Formal Education, Youth and Sport delivered his speech and closed the Workshop officially.

9. Recommendations

The following recommendations were proposed by participants of the Workshop and adopted unanimously:

A. In view of the large number of good AJP materials adopted and produced for many neo-literates in the countries of Asia and the Pacific, financial and technical assistance from ACCU and Unesco for literacy production should be increased in the coming years.

B. A network should be developed within the Asia Pacific Region to promote the development of neo-literate materials. ACCU should provide services as the centre of the network and each participating country should establish a National Point of Contact to support and follow-up on the implementation of Regional Neo-Literate Materials Development Programme.

C. ACCU, in coperation with Unesco and Unesco Member States, should continue to organize annual Regional Workshops on the Development of Neo-Literate Materials in those countries of the region with a large number of illiterates.

D. ACCU, in co-operation with Unesco, should organize more National Mobile Training Programmes to develop neo-literate materials for use in the countries of the region.

E. There should be a personnel exchange programme and personnel training on the development of learning materials for the Asia - Pacific Region.

F. ACCU, in cooperation with Unesco, should develop a resource file of case studies and research activities demonstrating different methods used for developing neo-literate materials for different target groups.

G. ACCU and Unesco should assist Member States in organizing national and regional programmes for training illustrators and designers of neo-literate materials and also assist them in evaluating new AJP materials produced.

H. ACCU should serve as a clearing house for receiving different types of materials for neo-literates from Member States. Countries within the Region should increase communication and sharing of materials.

I. ACCU and Unesco should continue to develop AJP prototype materials in co-operation with Unesco Member States in Asia and the Pacific and should also provide financial and technical assistance to Unesco Member States for producing local language editions of AJP neo-literate materials.

J. UNICEF, other international organizations and concerned governments should provide substantial assistance for strengthening national follow-up activities.

K. Unesco Member States in the region should give high priority to neo-literate material production within the context of National Literacy Programmes by allocating more funds, training adequate number of personnel and by linking their efforts, with those of Unesco, ACCU and other external assistance sources.

Exhibition of the literacy materials produced in the participating countries

Workshop scene

CHAPTER I

Preparation and Field-Testing of Materials by the Groups

(1) Printed book materials (Group A)
(2) Printed non-book materials (Group B)
(3) Electronic media Materials (Group C)
(4) Games and others (Group D)

Introduction

The participants in the Workshop formed four groups according the the four categories of the materials for neo-literates, and developed materials following the steps shown below.

1. Steps of developing materials in the Workshop

I.
1. Preparation for community study
2. Community study at the village by the group
3. Analysis of community study

↓

II.
4. Selection of therme and topics of materials to be prepared
5. a. Preparation and production of materials by the group
   b. Adaptation and translation of AJP materials to be tested

↓

III.
6. Preparation for field-testing
7. Feild-testing of materials prepared by the group and AJP materials adapted
8. Analysis of field-testing

↓

IV.
9. Revision of the materials

2. Materials developed by the groups

Category	Title of material developed	Format
1. Printed book materials (Group A)	1. A Clean Home Environment 2. Take Care of Yourself Today?	booklet folder
2. Printed non-book materials (Group B)	1. How to Increase our Income 2. How to Improve the Well System 3. How to Improve the Environment for Health 4. Get More Money from Your Sheep 5. From a Bumpy Road to a Good One 6. Let's Be Happy 7. Let's Improve our Quality of Life 8. Nutrition	poster folder card matching game phrase completion game development cycle box puzzle card game card game
3. Electronic madia materials (Group C)	1. Good Care for Food, Good Health for Us 2. Good Care for Food, Good Health for Us	slide kit serial poster
4. Games and others (Group D)	1. We Can Help Ourselves 2. How to Care and Prevent Cholera	game serial poster

3. Four Groups

	Group A (Printed book materials)	Group B (Printed non-book materials)	Group C (Electronic media materials)	Group D (Games and others)
1. Village selected (Learning Group)	Jayagiri (Mawar)	Langensari (Bakti)	Suntenjaya (Anggrek)	Sukamana (Harapan)
2. Chairperson	Mr. M. Ali Agam (Indonesia)	Dr. Manuela Quisido (Philippines)	Mr. Rambai Keruwa (Papua New Guinea)	Mrs. Susan Malone (Papua New Guinea)
3. Rapporteur	Mr. Hoang Tan Thu (Viet Nam)	Mrs. Sharifah Simon (Malaysia)	Mrs. Rosalinda G. Capinpin (Philippines)	Mrs. Susan Malone (Papua New Guinea)
4. Members	Ms. Kasirah Rusini (Malaysia) Mr. Wuthichai Wannakul (Thailand) Mr. T.M. Sakya (Unesco) Ms. M. Tase (ACCU)	Mr. Pulungan (Indonesia) Mr. Vu Dinh Hai (Vietnam) Mr. S. Tajima (ACCU)	Mrs. J.A. Doko Saudale (Indonesia) Dr. Tongyoo Kaewsaiha (Thailand) Mr. S. Aoyagi (ACCU)	Dr. Zainudin Arif (Indonesia) Mr. Song Zhaoxian (China) Mrs. Dong Jian Hong (China) Mr. T. Sasaoka (ACCU)
5. Illustrators		Mr. Trya Yudhantara (Indonesia)	Mr. Agus Ruhiyat (Indonesia)	Mr. Endang Djumaryana (Indonesia)
6. Translators English ↔ Indonesian	Mr. Pepep Sudrajat Ms. Hasnah Gasim	Mr. Darlis Djosan Mr. Maman Suherman	Mr. Iman Satochid Mr. Soegeng Padmowihardjo	Mr. Suyono Mrs. Endang Pratiwi Pr.
7. Guide		Mr. Waluyo Saputro Mr. Agus Sofyan	Mr. Mahmud Marua Mr. Hidayat	Mr. Dayani Mr. Idang Tatang Sumantri

(1) Preparation and feild-testing of Printed book materials (Group A)

I Background Infomation of the Mawar learning group

1. The Learning Group (A)

The "Mawar" learning group was launched in October 1985, and located at Jayagiri village, Lembang sub-district.

The total number of participants of learning group is 18 females which their age ranging from 13 – 35 years old. Session of learning group conducted twice a week (Tuesday and Friday) started from 15.00 – 17.00.
The learning activities of the group includes : 3 R's using Package A, sewing, embroidery and cooking.
So far the performance of participants in 3 R's package A8 (8 participants) and package A11 (10 participants).

This group is guided by 2 tutors, all females. The main learning materials used in teaching and learning activities of the group is package A and it is supported by supplementary learning materials consists of booklet 24 expl; leaflet 12 expl; Flipchart 2 expl; simulation games 3 expl; and cassette.

This learning group has received the loan from BPKB Jayagiri as amount of Rp. 120,000.00 which run by selling food and handicraft as embroidered things.

2. The Community: Kampung Genteng (Genteng Hamlet)

Genteng is a kampung (hamlet) and it has several rukun tetangga (neighborhoods). The total population of the hamlet is 239 (45 households) of which 144 are females and 95 males. The classification of population by age and occupation can be described as table 1 and 2 below.

Table 1
Classification of population by age

Age group	Total number
0 – 5 years	24
6 – 20 years	77
21 – 35 years	55
36 – 50 years	27
51 above	19

Table 2
Classification of population by occupation

Occupation	Total number of households
Government official	4
Farm labourer	10
Small trader	9
Artisan	8
Occasional labour	14

It has been reported that 37 women have accepted family planning and 6 women participate in family life education. The kampung has access to clean water and electricity, and it has been also reported that 11 households have TV sets and 40 households have radios.

The educational background of population can be described below.

Table 3
Educational background of population

Education	Total number
Before school age	30
Illiterate	26
Primary school	45
Primary school drop-out	35
Primary school leaver	51
Junior high school	18
Junior high school droup-out	12
Junior high school leaver	15
Senior high school	2
Senior school leaver	5

Land:

Neighborhoods has an area 13,200 square metres, located nearby BPKB Jayagiri, around 200 metres far from it.

II. Process of the Group Work

The Group met on 21 October 1986 at 19.30 and on 22 October 1986 at 08.00 to prepare for the field work.

After discussion on the possible methods of field work, the group decided to use the following methods:

a) observation
b) interview
c) search conference

The Group identified the following broad areas for the field study.

1. Observation

To identify problems and needs by observing the following:

a) daily food
b) clothing
c) housing
d) water
e) health
f) recreation
g) sports
h) communication and population
i) communication
j) income
k) education
l) culture
m) spiritual life
n) occupation

It was agreed that after observation, each participant will take notes and identify most problematic areas. Then formulate questions to interview the people. To observe deeply on the situation and living condition of the target group, each participant should concentrate his/her observation on given problems.

The distribution of task and aspects of life to be observed and interviewed are as follows:

1. Mrs. Kasirah Rusini:	a. daily food
	b. clothing
	c. housing
2. Mr. Wuthichai Wannakul:	d. water
	e. health
3. Ms. Tase:	i. population
	j. communication
4. Mr. Ali Agam:	b. income
	c. education
5. Mr. Hoang Tan Thu:	f. recreation
	h. sports
	i. environment
6. Mr. Pepep Sudrajat:	m. culture
7. Mr. T.M. Sakya:	n. spiritual life

2. Interview

It was agreed that the Group will interview the following persons:

1. Chairman of the RW
2. Women leaders
3. Youth leaders
4. Medical personnel
5. Artisans
6. Learners in the group
7. Members in the cooperative
8. Teachers
9. Religious leaders
10. Leader of cultural activities

For the interview the following teams were composed:

Group 1:	Mrs. Kasirah Rusini
	Ms. Tase
Group 2:	Mr. Ali Agam
	Mr. Wuthichai Wannakul
Group 3:	Mr. Hoang Tan Thu
	Mr. Tri Susilowati
Group 4:	Mr. T.M. Sakya
	Mr. Pepep Sudrajat

The group formulated following tentative questionnaires for the interview. The questions were unstructured and each member will reformulate the questions according to the new situations:

a. Daily food
- What kind of food do you eat everyday ?
- What is your meal time ?
- How many times a week do you eat meat, egg, vegetable, fruit ?
- How many times a week do you drink milk ?

b. Clothing
- How many pairs of cloth do you have?
- How many new clothes do you get a year?
- Do you make your own cloth?
- What kind of cloth do you like?

c. Housing
- Is this your own house ?
- Is the space of your house enough for your family ?
- Is the roof leaking ?
- Do you plant your garden with crops or flowers ?
- Do you have any problem in drainage ?
- How do you dispose your garbage ?
- Do you have pet animal ?

d. Water
- Where do you get water for drinking, cooking and washing ?
- Who carry water ?
- Is the water filtered and boiled ?
- Where do you store your water ?
- Do you have enough water ?
- Do you store the raining water ?

e. Health
- Where do you go when you get sick ?
- What kind of disease do you usually get ?
- Do you get vaccination ?
- Do you keep essential medicine at home ?
- How far is the clinic or hospital from your house ?

f. Environment
- Do you have your latrine at home ? Private or public ?
- Is there any proper drainage ?
- Is there any place to dispose community garbage ?
- Is there any problem of security ?
- How do you keep your environment clean and nice ?

g. Recreation and sport
- Is there any place for playing sports ?
- What games do you play ?
- Do you practice Senam Pagi Indonesia or other kind of gymnastics ?
- What type of recreation do you have, cinema, theatre, jaipongan, disco ?
- What kind of musical instruments do you play ? angklung, guitar ?
- Are you a member of any club ?

h. Population
- How many children do you have ?
- Do you practice "KB"
- How many babies are born ? And how many survive ?
- If you have four or more children do you think it's a problem ?

i. Communication
- Is the street satisfactory ?
- How far is the nearest market ?
- How far is the post office ?
- Do you have a telephone ?
- What are the mode of transportation ? car ? truck ? delman ?
- Do you have a radio or television ?
- What programme do you like best ?

j. Income
- Average income of the people in the village maximum and minimum.
- What other sources of your income - main income source and additional income source ?
- How many person in a family earn ?
- Is the income enough, if not where do you get the additional income ?
- Tentative family budget (How much for food, clothing, housing, education, recreation etc.)

k. Occupation
- What is your occupation ?
- Is it permanent or occasional ?
- Are you satisfied with your occupation ?
- How do you want to progress ?
- How many persons have occupation in your family ?
- How did they get into the occupation ?

l. Education
- What is your family education level ?
- If you do not have adequate education, why ?
- Have you taken any courses ?
- Do you like to go to any course ? what course ?
- What kind of books and other reading materials do you have at home ?
- Do you read newspapers and magazines ?
- What radio and TV programme do you listen or watch ?

m. Culture and Spiritual
- What is your belief ?
- Do you go to mosque or church ? How many times a week ?
- Do your children get religious education ?
- What religious or cultural festivals do you observe ?
- How frequent do you get together with your neighbours and relatives ?
- Do you have a cultural centre in this village ?
- What kinds of cultural activities do you do ?

Field work in the village Jayagiri

i) Group A visited the "Mawar" learning group, village Jayagiri on Wednesday, 22 October, 1986 from 10.00 to 17.00.
ii) No structured tools were used to study the problems.
Simple observation schedule and unstructured questionnaires were used.
iii) A brief search conference was held concerning problems with the community leaders.

3. Analysis of field data

After the field visit, the Group analysed the field data on Wednesday, 22 October 1986 from 20.00 to 21.30 on 23 October 1986 from 08.00 to 13.00.

The Group used brainstorming technique at first, then it used the ACCU technique as explained by Mr. Tajima.

The Group also prepared a problem map.
As a result of those analysis the following problems were identified:

UNHEALTHY COMMUNITY

Lack of environment cleanliness
- The road in the village is not good.
- Around the house is not clean.
- The roads, gardens, houses are not clean.
- The surrounding is not clean.
- Garbage collecting system is not regular, encouraging breeding place for flies.

Lack of proper drainage
- The drainage is not properly equipped.
- There is no proper drainage.
- Drainage system is not well kept for easy flow of water.
- No proper drainage in the village.

Lock of personal cleanliness
- Personal hygiene i.e. long finger nails.
- Personal cleanliness is not observed by majority of population.
- Children do not keep their bodies clean.
- Children's clothes and their bodies are not clean.

Lack of proper diet
- Unbalanced diet
- Malnutrition amongst children

Narrow roads

The roads are narrow and slippery in a slope especially during rainy season.

Dirty water

The villagers use dirty water for bathing and washing.

Keeping chicken near the houses-excretes develop breeding places for flies

LITERACY AND DROP-OUTS

Drop outs
- Many youngsters can not continue their schooling.
- School drop outs

Illiteracy
- The rate of illiteracy is too high.

LOW INCOME

Unemployment
- Many young men and women do not have permanent work.
- Many youngsters could not find jobs.

Low income
- Low income
- No family budgeting

Lack of skills
- Not enough skills

The people do not take initiative to organize co-operative and enterprise for production.

OVER POPULATION

- There are many households in a small area.

LACK OF PUBLIC PLACE

- There is no gathering place.

SOCIAL PROBLEMS

No religious teaching
- Children get no religious teaching.

No good human relation
- Some times people quarrel.

The following six problems were identified as priority problems:

1. Unclean home environment
2. Lack of personal hygiene
3. No proper drainage
4. High illiteracy
5. Unbalanced diet
6. Unemployment

The priority problems were selected through brain storming first and they were verified through problem map.

Material Preparation

After having identified priority problems, the group discussed and initiated material preparation task:

Theme selection

The group selected the theme of clean environment inside and outside the house.

The group decided the title, objective, techniques and contents of the new booklet as follows.

1. Title: A clean home environment
2. Objectives: To motivate and encourage peopel to keep clean their home

3. **Techniques:** Story and picture form
4. **Contents:** a. Cleanliness front of the house
   - road leading to the house
   - yard and the garden

   b. Cleanliness inside of the house
   - living room
   - bedroom
   - kitchen
   - light
   - ventilation

   c. Backside of the house
   - surrounding
   - drainage
   - animal keeping
   - vegetable garden
   - latrine
   - garbage place
   - wells
   - store room
   - fences

The Group A Prepared the following materials:

1. Clean Home Environment (Booklet)
2. Take Care of Yourself Today ? (Folder)

The Group revised the AJP Material "Mari – the girl who could not go to the festival" (Booklet).
The tutor's guide and evaluation tools for each of the materials were also prepared.
The materials and the revised materials were presented to the plenary session of the Workshop on 25 October 1986 through roleplay method.

The two new materials and one AJP material were field-tested in the "Mawar" Learning Group, Jayagiri village on 27 October 1986. The field test has shown that the materials were quite effective. Illustration were quite attractive, contents were relevant, and the language is not difficult to understand.

The result of the field testing is given below:

I. Name of the Material: A Clean Home Environment (Booklet)
Number of the Learners partisipated: 11 persons.

Following is the feedback

1) Language

(a) Vocabulary...	Difficult	Not so difficult	Easy
	none	9	1
(b) Statement...	Too long	Reasonable	Short
	none	10	1

2) Manner of Presentation

(a) Format physical content	Interesting	Dull
	10	none

(b) Illustration

1) Attractive	Yes	No
	10	none
2) Informative	Yes	No
	10	none
3) Subject Matter	Difficult	Easy
	1	9

a. 10 persons said the information is useful and practical for themselves and their community.
b. 10 persons said they will use the information and the material willingly.
The reason for their willingness to use the information are as follows.
1. Cleanliness is good for health.
2. Clean Home Environment is Beautiful.

II. Name of the material : Mari–the girl who could not go to the festival (Booklet).
Number of the learners participated : 11 persons

Following is the feedback

1. Language

a. Vocabulary . . .	Difficult	Not so difficult	Easy
	none	9	2
b. Statement . . .	Too long	Reasonable	Short
	none	10	1

2. Manner of presentation

a. Format physical content . . .	Interesting	No
	10	none

b. Illustration

1. Attractive	Yes	No
	10	none
2. Informative	Yes	No
	10	none

3. Subject matter	Difficult	Easy
	1	9

a. 8 persons said they want to eat more vegetables and fruits.
b. 3 persons said they want to eat eggs, nutricious food, vegetables, milk and fish.

III. Name of the material : Take Care of Yourself Today ? (Folder)
Number of the learners participated : 12 persons.

Following is the feedback

1. Language

a. Vocabulary	Difficult	Not so difficult	Easy
	none	9	3
b. Statement	Too long	Reasonable	Short
	none	11	none

2. Manner of Presentation

a. Format physical content	Interesting	Dull
	10	none

b. Illustration

1. Attractive	Yes	No
	11	none
2. Informative	Yes	No
	10	1
3. Subject matter	Difficult	Easy
	1	11

a. 5 persons said cleanliness was important for everybody.

b. 4 persons said they were interested in cleaning and washing their bodies to be healthy.

c. 2 persons said they should clean themselves such as washing their hands, brushing their teeth and combing their hair.

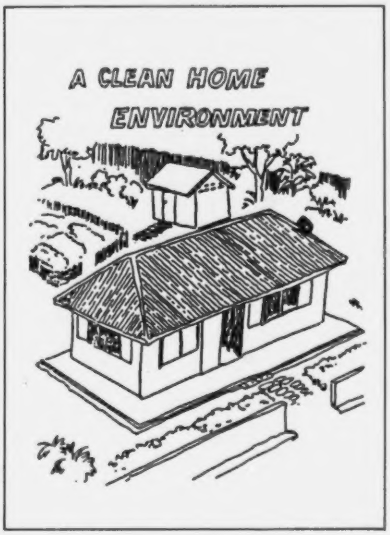
d. 1 person said cleanliness was a part of his relegion.

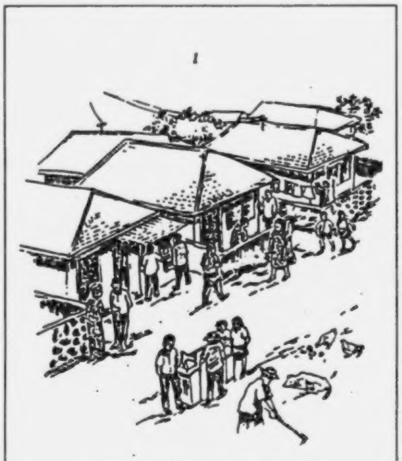
Some sugestions:

1. All the pictures of the AJP material should be coloured.
2. The text of the AJP material should be written in bold letters.

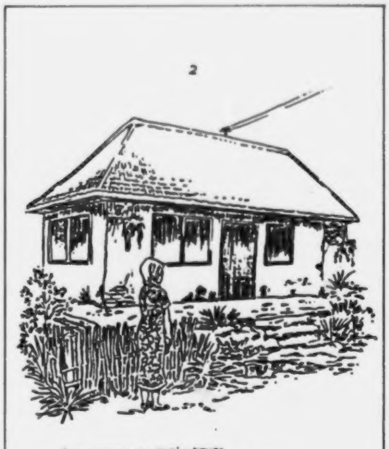
Materials prepared by Group A

1. A Clean Home Environment

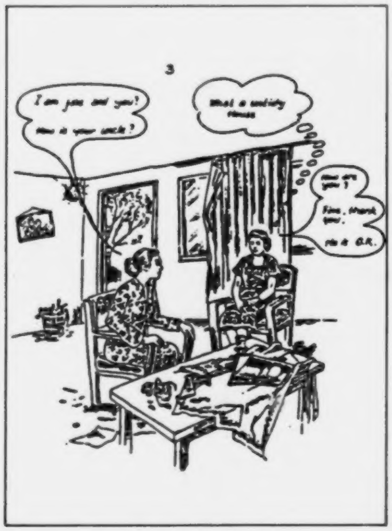

A CLEAN HOME ENVIRONMENT

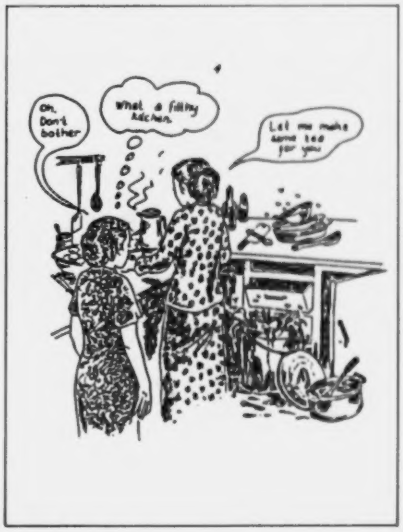


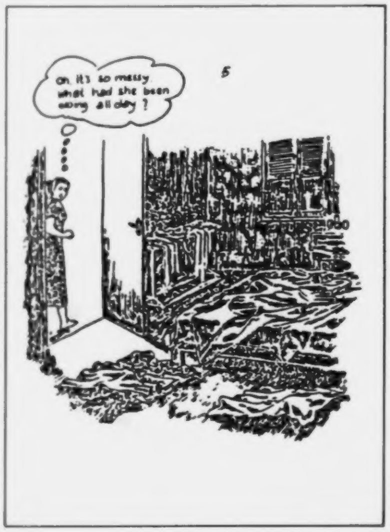
Ida went to visit her relatives in a village



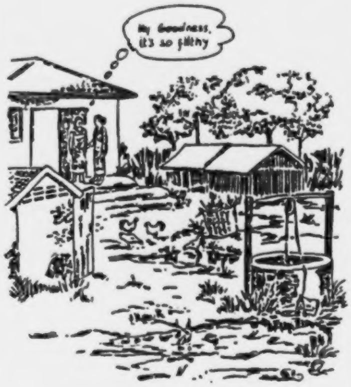
Ida arrived at Tuti's house and found the front of the house dirty.


3
I am fine and you?
How is your uncle?
What a untidy house
How are you?
Fine, thank you.
He is O.K.


4
Oh, Don't bother
What a filthy kitchen
Let me make some tea for you

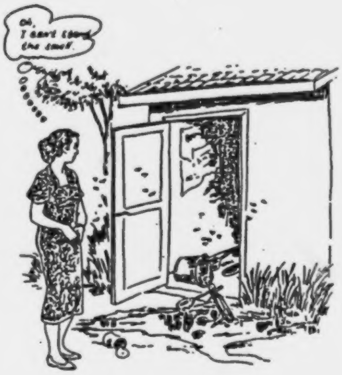

5
Oh, it's so messy what had she been doing all day ?

6


My Goodness, it's so filthy

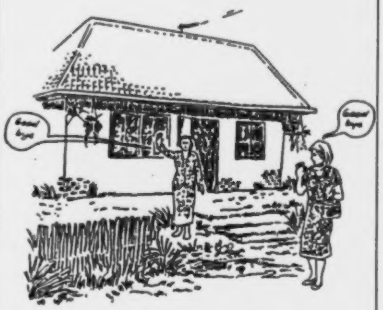
Ida went out to the back yard through the kitchen door.

7


Oh, I can't stand the smell.

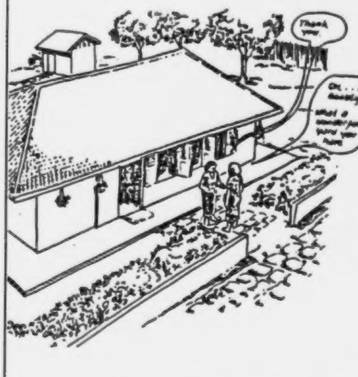
Ida went to the latrine and looked around.

8


Good bye
Good bye

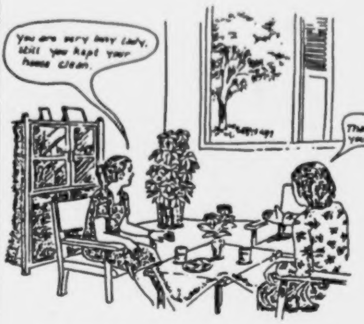
Ida said good bye and went to her another relative's house

9


Thank you.
Oh... beautiful, what a wonderful yard you have.

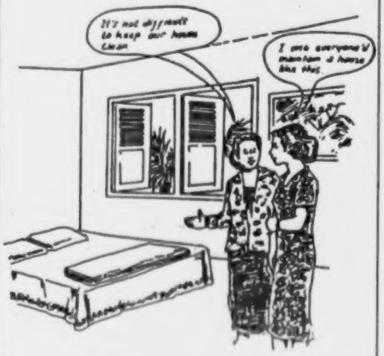
Ida went to Yani's house and saw Yani .. attending to her garden, saw beautiful flower and well arranged flower bed, flower pots hanging, clean yard.

10

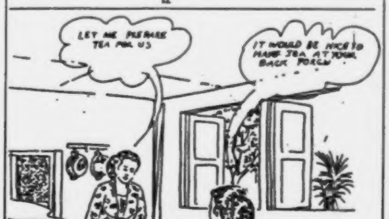

You are very busy lady, still you kept your house clean.
Thank you

Yani washed hands and took Ida to living room.

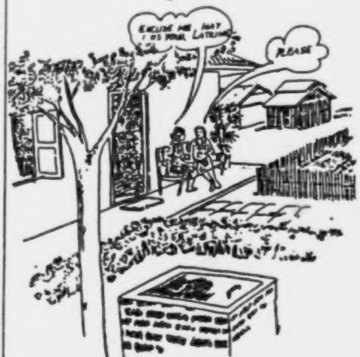
11


It's not difficult to keep our house clean
I wish everyone'd maintain a house like this.

12

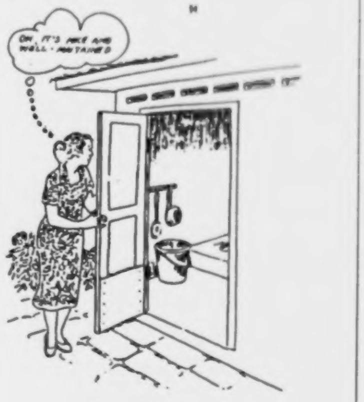

LET ME PREPARE TEA FOR US
IT WOULD BE NICE TO HAVE TEA AT YOUR BACK PORCH

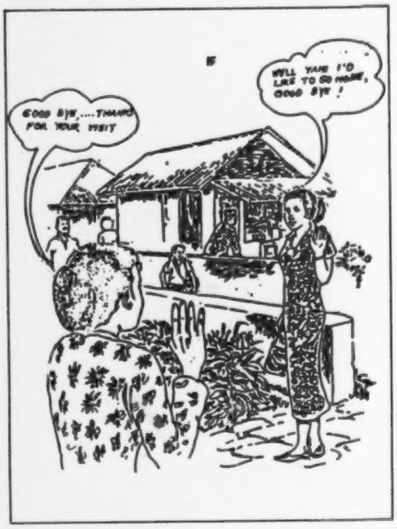
13

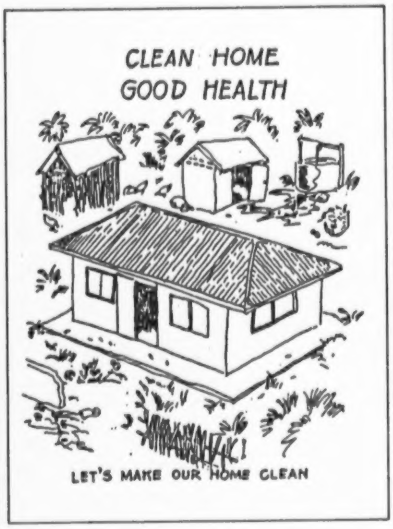

EXCUSE ME, MAY I USE YOUR LATRINE
PLEASE

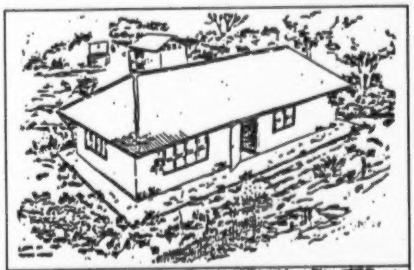
BOTH TOOK THE TEA AND WENT TO THE BACK PORCH TO HAVE TEA AND SAW WELL ARRANGED VEGETABLE GARDEN WITH CHICKEN HOUSE, GARBAGE AND FLOWERS.

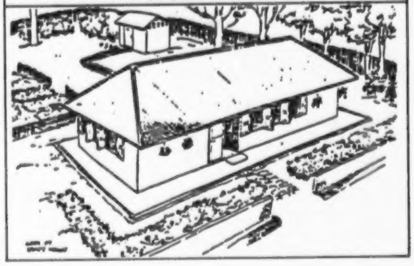
14


OH, IT'S NICE AND WELL-MAINTAINED

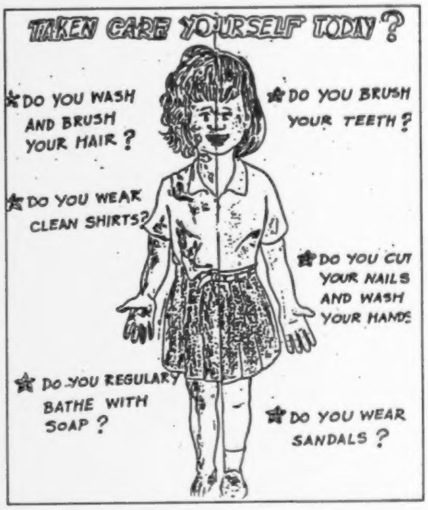

GOOD BYE,....THANKS FOR YOUR VISIT
WELL THEN I'D LIKE TO GO HOME, GOOD BYE !

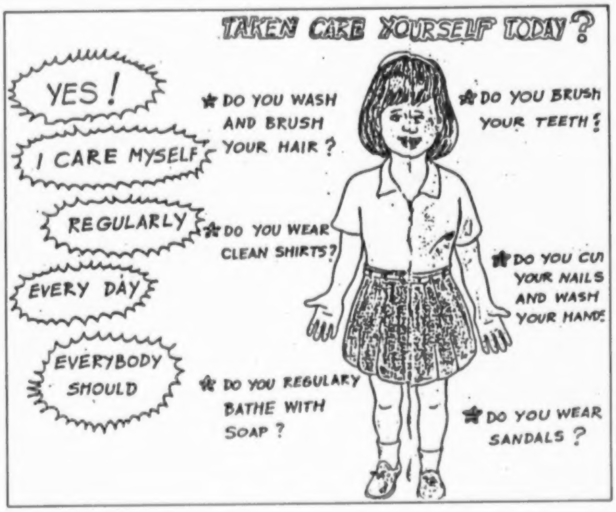

CLEAN HOME GOOD HEALTH
LET'S MAKE OUR HOME CLEAN

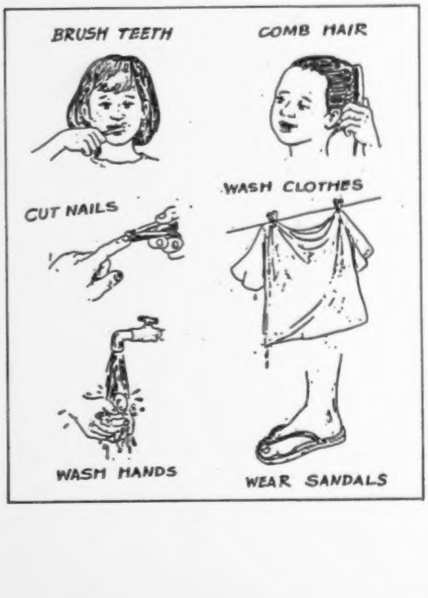


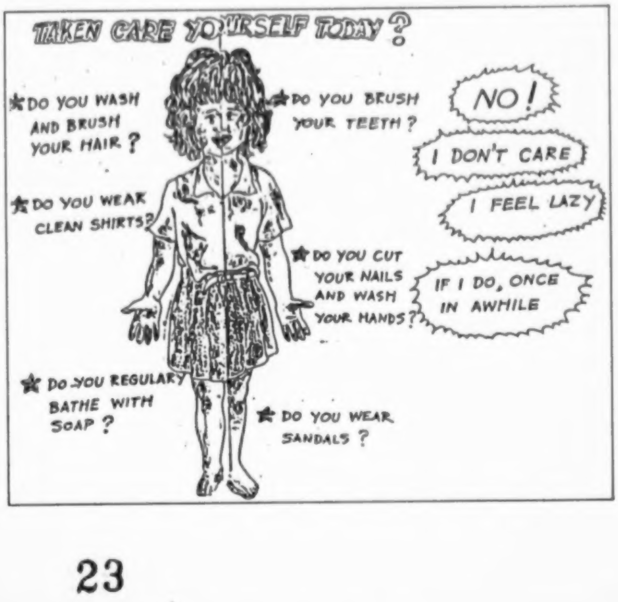


2. **Take Care of Yourself Today?**


TAKEN CARE YOURSELF TODAY ?
DO YOU WASH AND BRUSH YOUR HAIR ?
DO YOU BRUSH YOUR TEETH ?
DO YOU WEAR CLEAN SHIRTS?
DO YOU CUT YOUR NAILS AND WASH YOUR HANDS
DO YOU REGULARY BATHE WITH SOAP ?
DO YOU WEAR SANDALS ?


TAKEN CARE YOURSELF TODAY ?
YES !
I CARE MYSELF
REGULARLY
EVERY DAY
EVERYBODY SHOULD
DO YOU WASH AND BRUSH YOUR HAIR ?
DO YOU BRUSH YOUR TEETH ?
DO YOU WEAR CLEAN SHIRTS?
DO YOU CUT YOUR NAILS AND WASH YOUR HANDS
DO YOU REGULARY BATHE WITH SOAP ?
DO YOU WEAR SANDALS ?


BRUSH TEETH
COMB HAIR
CUT NAILS
WASH CLOTHES
WASH HANDS
WEAR SANDALS


TAKEN CARE YOURSELF TODAY ?
DO YOU WASH AND BRUSH YOUR HAIR ?
DO YOU BRUSH YOUR TEETH ?
NO !
I DON'T CARE
I FEEL LAZY
DO YOU WEAR CLEAN SHIRTS?
DO YOU CUT YOUR NAILS AND WASH YOUR HANDS?
IF I DO, ONCE IN AWHILE
DO YOU REGULARY BATHE WITH SOAP ?
DO YOU WEAR SANDALS ?

(2) Preparation and field-testing of Printed non-book materials (Group B)

I. Background Information of "Bakti" Learning Group

1. The Learning Group (B)

The "Bakti" learning group was launched in June 1979, and located at neighborhood 28, Langensari Village, Lembang sub-district. The total number of participants of learning group is 27 females of which their age ranging from 16 to 40 years old. Session of learning group conducted twice a week (Tuesday and Thursday) started from 16.00 to 18.00. The learning activities of the group includes: 3 R's using Package A, Bahasa Indonesia (Indonesia language) and skill training. This group is guided by a male tutor (Mr. Kana). So far the performance among participants in 3 R's varies, where 2 participants for A1, 5 participants for A2, 2 participants for A3, 4 participants for A5, 2 participants for A3, 4 participants for A5, 2 participants for A7, 2 participants for A8 and 10 participants for A9.

The main learning materials used in teaching and learning activities of the group is package A, and this package is supported by supplementary learning materials consists of poster 7 expl.; simulation game 1 expl.; discussion starter 11 expl.; photo novela 2 expl.; and cassette.

2. The Community: Neighborhood 28 (RT.28)

The neighborhood 28 (RT 28) as location of the learning group has 50 households with the total population 207 of which 103 are males and 104 are females. The classification of population by age and occupation can be described as table 1 and 2 below.

Table 1
Classification of population by age

Age Group	Total Number
0 – 5 years	26
6 – 20 years	54
21 – 35 years	60
35 – 50 years	35
51 above	32

Communication:
- 8 TV sets
- 38 radios

Cattle:
- 9 horses
- 300 chickens
- 100 sheeps

Housing:
- 17 permanent
- 2 semi permanent
- 31 others

Lavatory:
- 17 family latrines
- 1 public latrine

Table 2
Classification of population by occupation

Occupation	Total number of household
Landowner farmer	11
Tenant	7
Farm labourer	26
Small trader	2
Occasional labour	4

The neighborhood 28 has access to electricity and it also reported that 8 households have TV sets and 38 households have radios. It is also reported that 31 women have accepted family planning and 4 women participate in family life education.

Religion:
In this neighborhood there are 187 moslems and 20 catholics.

Places:
- 1 mosque
- 1 learning place

Transportations:
- 2 cars
- 4 two-wheel carriages

Water:
- 17 wells

Electricity:
- 27 houses have lights

Cooperatives:
- Saving cooperative

Land:

Neighborhoods 28 has an areal sized 10 hectares, located around 7 kms. from BPKB jayagiri.

This learning group has received the loan from BPKB Jayagiri as amount of Rp. 120,000.00. This group runs the loan by giving credit for things to learners or community.

Table 3
Educational back ground of population

Education	Number	Remark
1. Before school age	33	
2. Illiterate	14	44 years above
3. Primary school	19	
4. Primary school drop-out	108	
5. Primary school leaver	30	
6. Junior high school	1	
7. Junior high school leaver	1	
8. Senior high school leaver	1	

II. Process of group work

From 19:30 21st. October, 1986 until 10:00 22nd October 1986 we prepared field survey tools for identifying problems and needs of the Langensari village people. It was based on the main aspects of life. i.e: food, clothing, housing, water, health, recreation and sports, environment, population, communication, income, education, cultural and spiritual. We agreed that the information used in planning learning materials for the target group should be gathered by:

a. Observation.
b. Questionnaire.

Which were then prepared by us.

22nd October, 1986 at 10:30, we visited the village and at 20:00 we started to analyze data obtained from the village. This process started with–

a. Each member wrote at least 7 problems, one on each small sheet of paper,
b. The problems on the sheet of paper were categorized by aspects,
c. The aspects with the biggest number of sheets was ranked as problem 1, second biggest as problem 2, and so on until the last prioritization.
d. The problem of the first priority was tackled first, and what materials we have to come up (which were interesting and attractive were made.).

III. Information on materials developed

a) Format: Poster (printed non-book material)

Title: **How to increase out income**

Purpose: Establish awareness on how to make more money on tomatoes, sheep, bamboo and corn.

Target group:

Middle level of literacy, women and girls with average age of 20 years.

Summary of contents:

This is innovated poster which we named "Open the window to be rich" poster. The 4 large circular windows have 1) 2 tomatoes 2) sheep 3) a grove of bamboo, and 4) ears of corn as shutters.

A small circular window at the middle would reveal a secret or more as much as between the two lover circles is a rectangular window which when opened would reveal another secret to get rich.

Method of use:

Individual or group use: to get information from this poster can be anytime as long as there is time to examine and understand the message of the pictures.

b) Format: Folded poster (printed non-book material)

Title: **Improve the Well System.**

Purpose: Profill the villagers that there are four ways to improve the water system.

Target group:

All level, men and women from ages 18 up.

Summary of contents:

The poster is divided into vertical equal parts. The left portion bears the illustration of the traditional, very difficult, tiresome well to manage. The right portion bears 5 illustrations captioned sequentially, as follows: 1) large stationary pulley; 2) hand driven pump; 3) large water tank with electric motor 4) covered well, electric motor; 5) problems solved, happy people.

Method of use:

Fold the poster vertically, showing the problem "How to improve the well system". Invite the interest and attention of the participants to the problems, then ask wheather if they wish to solve the problem. Draw out solutions from the audience. Show the illustrations that dipict the solutions to the problem.

c) Format: Card matching game (printed non-book materials)

Title: **How to improve the environment for health**

Purpose: Arouse participants awareness to solutions of a problem on how to improve their environment for health.

Target group:

2nd and 3rd levels, boys and girls, men and women aged at least 12 years.

Summary of contents:

The problem on how to improve the environment for health is solved through the illustration sticked on the flannel board. The written language solutions are impressed by sticking the words to form sensible sentences. The name of the illustration is formed by having the participants pick and stick letters that spell correctly.

Method of use:

The problem is confusedly placed on top of the flannel board. Words are read and exposed to the participants. Two set are made known because the solutions are illustrated on the flannel board, to name the illustration, letters are read to spell each and the name formed is sticked near the illustration.

d) Format: Card Game (printed non-book material)

Title: **Nutrition**

Purpose: Derive fun and knowledge and augment reading skills on the food for health through card and sheet game.

Target group:

1st and 2nd level, 6 years old up, for boys, girls, women and men.

Summary of contents:

Form sheet which bear the illustrations of 8 kinds of food, and a duplication on 34 smaller game cards an additional "Joker" card which is a skull, can give additional fun among the players and the audience.

Method of use:

Four players can play this game, each player gets a large sheet with illustration of food. Each card bears a food classification and illustrations. The cards are shuffled and distributed equally to the players.

The game starts with distributor choosing a card in his hand, equal to what is on one of the illustrations. He gets a card from the player at his right, who places down on his sheet one card which corresponds to anyone on the sheet and so on until all cards are down. The one who holds the "Skull" lastly loses.

e) Format: (1) Phrase completion game (printed non-book material)
(2) Picture to picture game

Title: **Get more money from sheep**

Purpose:

Implant in the participants that much money can be derived from the healthy sheep

Target group:

3rd level or self learning level, boys, girls, men and women of the high school levels.

Summary of contents/Method for use

The cards of 3 inches by 2 ft, in dimention bear the phrases, these cards are grouped at the left and right colums. Those at the right will each appropriately finish one at the left until there is but one card left at the right.

f) Format: Development cycle (printed non-book material)

Title: **From a bumpy road to a good one**

Puropse: To realize that cooperation or working together makes tasks easy and successful.

Target group:

Middle level, male and female 15 years old and over

Summary of contents:

This printed non-book materials "Figure of Eight" series is so named after the shape or figure no. 8. A story line can be endless and depicts the metamorphosis of projects which usually is in a circle. Thus, comes the title of this material **"From a Bumpy Road to a Good One".**

Method of use:

Hold the material on the two palms and move it from the left to the right, if you wish, you can stop at any point, where the operator has discerned the message.

g) Format: Box puzzle

Title: **Let's be happy**

Purpose: Derive fun and knowledge and to augment reading skill through puzzle.

Target group:

1st and 2nd level, 6 years old up, for boys, girls, women and men.

Summary of contents:

Nine (9) boxes are joined together to form a picture, each box have 6 faces, therefore, there are 6 pictures all together, each picture have different background colour. The picture are then cut according to the size of the box.

Method of use:

The boxes are mixed up, and the players are asked to arrange to form a picture and then asked to read what is written on that picture.

h) Format: Card Matching Game

Title: **Let's improve our quality of life**

Purpose: To imporove the people's reading skill hence improving their quality of life.

Target group: 1st and 2nd level, women and men.

Summary of contents:

This game consists of 2 sets of cards numbered 1 and 2. Questions are mentioned in No. 1 and solutions to the questions in No. 2.

Method of use:

The questioned cards are kept by the tutor, while the solution cards are distributed to the learner. The tutor throw down one card and the learners try to match their cards.

IV. Evaluation

27th, October, 1986, 13.00 hours, we went to Langensari village to test our new materials, and below is the result of the evaluation during the field testing of the materials.

1. Format/Title: Poster "How to increase our income"

   Conclusion: Accepted by learners.
   Comments/Suggestions:
   They want the message in the poster demonstrated to them.

2. Format/Title: Folded poster "How to improve well system"
   Conclusion: Accepted by learners

3. Format/Titel: Card matching game "How to improve environment for health"
   Conclusion: Accepted.
   Comments/Suggestions:
   - Illustrations are too small.
   - The writing should be bigger and well arranged.

4. Format/Title: Phrase completion game "Get more money from sheep"
   Conclusion: Accepted
   Comments/Suggestions :
   - Illustration should be bigger.

5. Format/Title: Box puzzle "Let's be happy"
   Conclusion: Accepted by learners

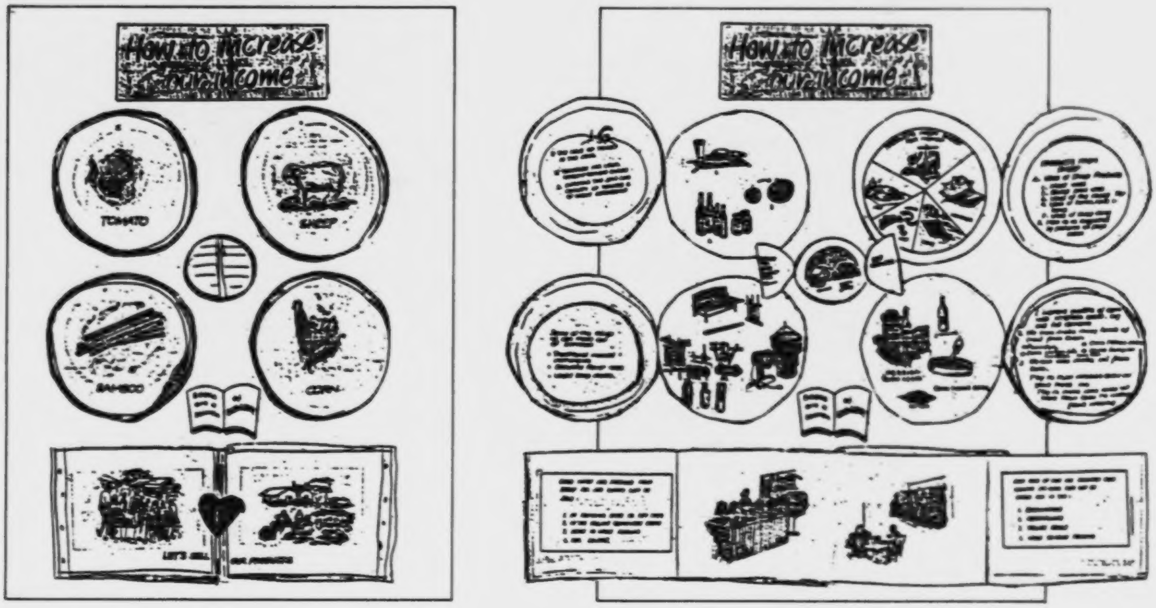
6. Format/Title: Card Game "Nutrition"
   Conclusion: Accepted

7. Format/Title: Figure of 8 "From a Bumpy Road to a Good One"
   Conclusion: Accepted

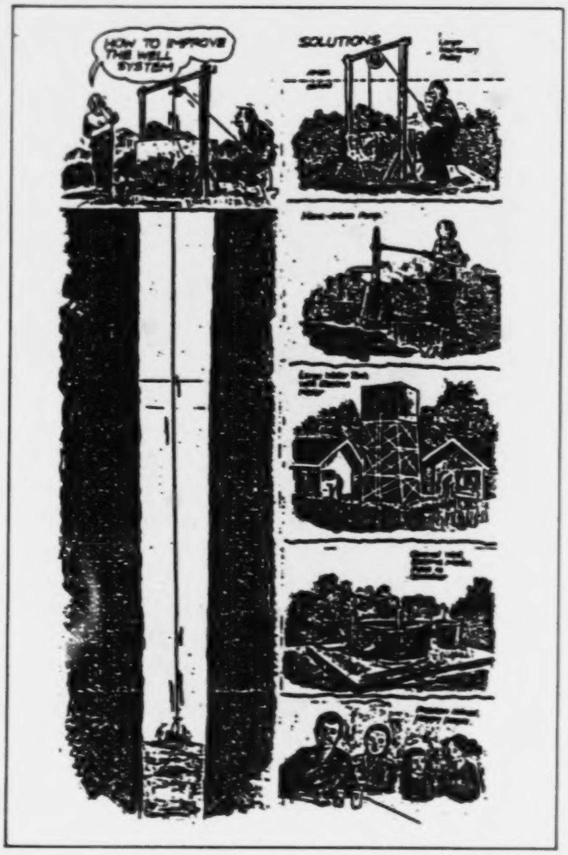
8. Format/Title: Card matching game "Let's improve our quality of life"
   Conclusion: Accepted
   Comments/Suggestions:
   1. For improvement of the poster, the learners would refer to the villages for decision.
   2. Indicate where to begin viewing the strip.
   3. Improve the illustration for more clearly.

Meterials prepared by Group B

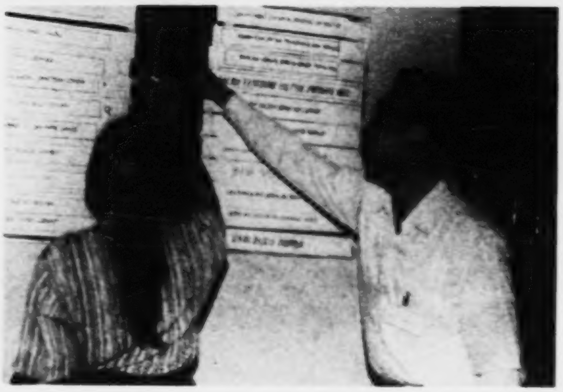
1. **How to increase our income (poster)**


How to increase our income
TOMATO
SHEEP
BAMBOO
CORN
How to increase our income

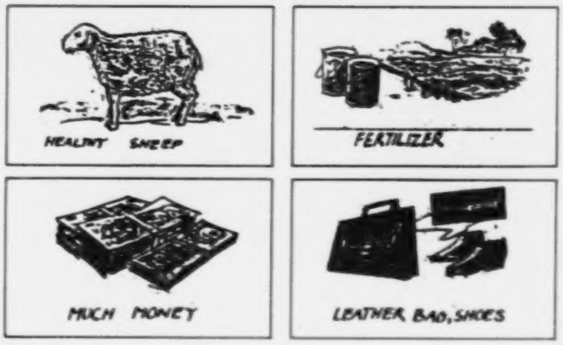
2. **How to improve the well system (folded poster)**


HOW TO IMPROVE THE WELL SYSTEM
SOLUTIONS

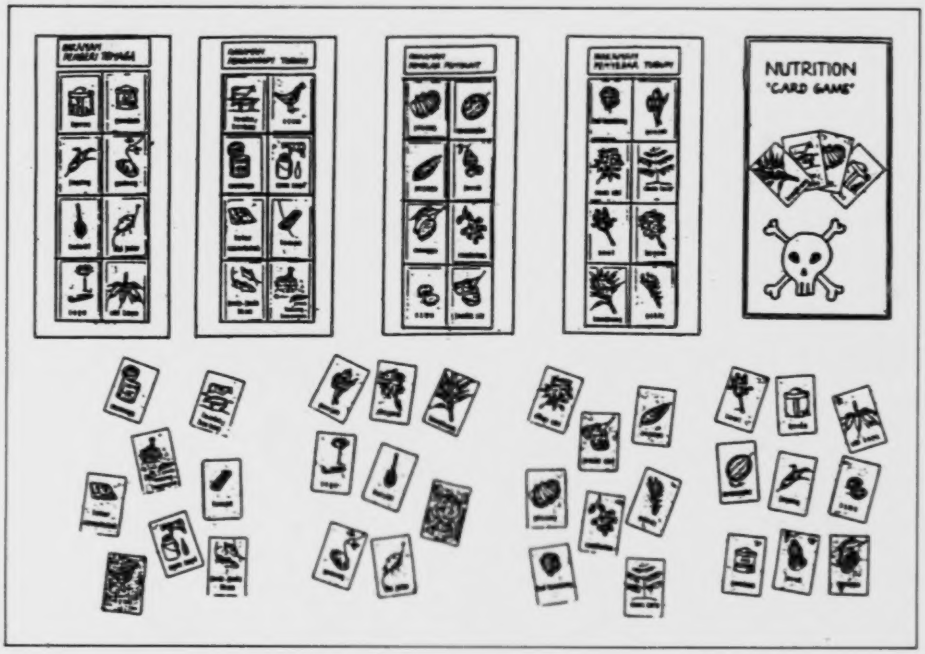
3. **How to improve the emvironment for health (card matching game)**



4. **Get more money from sheep (picture to picture game)**


HEALTHY SHEEP
FERTILIZER
MUCH MONEY
LEATHER BAG, SHOES

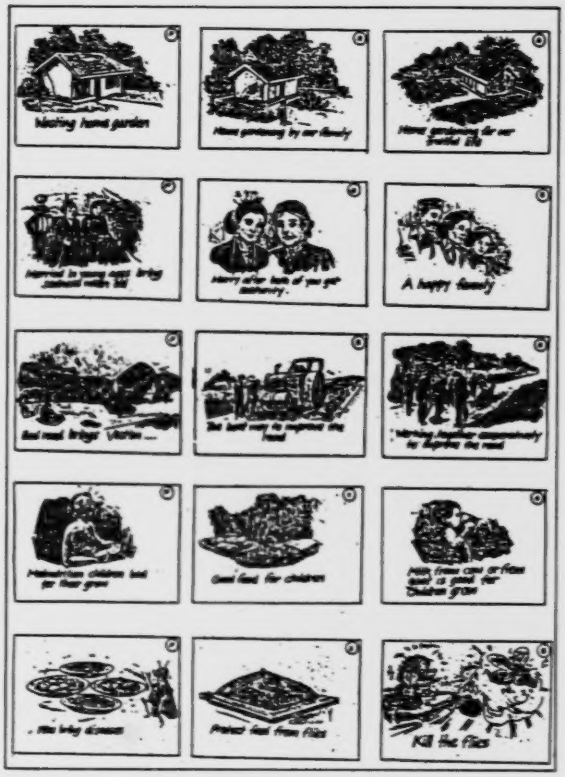
5. **Nutrition card game (card game)**


NUTRITION
"CARD GAME"

6. **From a bumpy road to a good one (development cycle)**

7. **Let's be happy (box puzzle)**

8. **Let's improve our quality of life (card matching game)**


Home gardening by our family
A happy family
Good food for children
Protect food from flies
Kill the flies

(3) Preparation and field-testing of Electronic media materials (Group C)

I. Background Information of "Anggrek" learning group

1. The Learning Group (C)

This learning group was set up on 1 January 1985. There is an organization to conduct the learning group. The organization consists of a chairman, a treasurer and a secretary.

The two tutors conduct the learning process. There is a facilitator who facilitates the learning group. Most of learners are males. They consist of ages 14 – 37, a lot of them are farming workers. So far there are 21 learners in the learning group.

Learning activities are on Tuesdays and Fridays at 4 .00 – 5 .30 p.m. The activities including, writing, arithmetic, Indonesian language, basic knowledge, sewing vocational, sports, physical education, and local art music.

This learning group has equipment such as black boards, chalks, and erasers. As the supplementary of Package A, it has 10 books each of Package A1–A10, 11 books of package A11, 3 topics of poster, 1 photo novella, 9 topics of booklets, 4 topics of simulation game, 1 discussion starter, and 1 cassette of physical education as well.

This learning group has received the loan from BPKB Jayagiri as a mount of Rp. 112,500.00. With this loan learners run the small shop.

2. The Community

Learning group "Anggrek" is located in village Suntenjaya, sub-district Lembang, distric Bandung, province West Java.
In this village there are 104 males and 108 females in 44 families. On an average each family has 3 children. In general population can be classified as follows.

Table 1
Classification of population by age

Age Group	Total Number
0 – 5 years	32
6 – 20 years	54
21 – 35 years	49
36 – 50 years	32
51 above	25

Education back ground of population can be described below.

Table 2
Educational background of population

Education	Number	Remark
1. Before school age	38	
2. Illiterate	15	44 years above
3. Primary school	50	
4. Primary school drop out	15	
5. Primary school leaver	8	
6. Junior high school drop out	2	
7. Junior high school leaver	3	
8. Senior high school	1	

There are 32 women involved in family planning and 12 in family life education activities.

Occupation, income and expenditure of population can be shown in table below.

Table 3
Occupation, income and expenditure of people

Occupation	Number	Income Rp.	Expenditure
1. Small trader	2	2,000.00	......
2. Farmer	10	2,000.00	1,500.00
3. Worker	12	1,500.00	......
4. Labour	30	1,000.00	1,000.00

The income of population in average in a year is Rp. 450,000.00

Places:
- 1 Mosque for 212 moslems
- 1 learning group
- 1 place for weighing baby
- 1 integrated service (health service)

Transportations:
- 2 cars
- 2 motor cycles
- 2 bicycles

Communications:
- 11 Television Sets
- 43 Radios
- 10 News paper's readers

Sports:
- 1 soccer field
- 2 badminton courts
- 2 volley ball court

Cattle:
- 6 cows
- 40 sheeps
- 90 chickens

Housing:
- 6 permanent houses
- 4 semi permanent houses
- 32 others

Lavatory:
- 9 family latrines
- 1 public latrine
- 9 mixed washing, bathing and latrines

Electricity:
- 42 families have electricity in their houses
- 2 families have kerosene lamps
- 1 saving cooperative

Land:

(Neighborhoods has an area sized 6 hectares, located around 13 kms. from BPKB Jayagiri.)

II. Introduction

Advances in technology gave rise to the production of printed book materials, electronic media, games and others in literacy programme. The prevalence of the cassette or transistor radio even in the country side these days trigeed of the media of preparing literacy materials via such devices.

This slide is entitled of "Good Care for Food, Good Health for Us" is designed on the needs and problems of the village.

III. Objectives

1) To obtain general ideas of caring foods in proper manner
2) To acquire awareness of sanitation
3) To introduce the importance of healthy surroundings.

IV. Brief Description

The electronic materials include the slide kit, serial posters, and radio broadcast, specially designed for the needs and problems of village. The slides and posters presents health and sanitation existing in the village.

The title of the slide kit is "Good Care for Food, Good Health for Us". While the radio broadcast revolves in the normal theme of forming cooperatives in the village.

Time allotment for the materials are as follows:

Slide presentation – 15 minutes
Serial poster – 10 minutes
Radio broadcast – 20 minutes

This materials may be used independently from the other materials or to reinforce what has been learned through printed materials.

The group arrived at the Learning Group at 3.30 in the afternoon. Clienteles were already waiting in the Hall. The materials were presented in Sundanese language. After the presentation, discussion among the group was made based on the questionnaires prepared for the slides, posters and radio broadcasts. Then Evaluation sheets were distributed to the 16 clienteles for them to answer.

V. Evaluation analysis from the evaluation sheets for the slides and serial posters

Title:	56%	very interesting
	44%	interesting
Content:	75%	fully enough for practice
	25%	partly enough for practice
Illustration:	31%	meaningful or related to content
	69%	not so meaningful or not related to content
Language:	50%	easy
	19%	difficult
	31%	not so difficult
Music and Sound:	44%	very satisfactory
	56%	satisfactory
Narration:	50%	clear
	50%	not clear

Relation to the existing:	100%	very much related to exist-problems
Time of presentation:	6%	– to long
	31%	– to short
	63%	– fair average
Application:	100%	–Willingly intent to apply

Although the materials were 100% accepted by the clientels as related to their existing problems and 100% of them are willing to apply the solutions mentioned in the slide and poster, there were several problems in the illustration and narration due to the limit of time preparation of materials.

The followings are the observations of the group in the evaluation process:

1) Instrument used is not clearly stated

2) Items in the evaluation sheet should not to be too long

3) There is difficulty in the translation of materials from English to the language used for their level of comprehension.

Some suggestions from the clienteles for the improvement of the materials:

1) The color is good enough but needs improvement

2) Improvement of illustration on
   a) Sandals must not too big
   b) House should be completed in the picture

Radio Broadcasts "Let's form a cooperative" was also field tested in the same group.

Analysis from the evaluation sheet and the aspects of assessment are the followings:

1. Relevancy of the theme to the actual needs
2. Clarity and simplicity
3. Presentation style of the programme
4. Arrangement of dialogue
5. Clarity of voice
6. Background, and sound effects
7. Range of time used for preparation
8. The attractiveness of title and illustration
9. The functionality of the content
10. Interesting level of the programme

All of the above items were rated "Satisfactory" except functionality of the content as "Very Satisfactory".

Other suggestion from the clientel are the followings:

1. More information from the clientele should be emphasized in the story

2. Aspect of co-operative on village products should be included.

3. The people are willing to have a co-operative in the village.

VI. Revision on the materials by the group

A. Re-recording of the radio broadcast programme.

   a) additional two characters in the casts

   b) In order that the story be meaningful, the group decided some negative attitude be included in the narration.

   c) A narration introducing about the radio drama to attract listener.

   d) Connection of some misspelled words

   e) Instruction for discussion after the drama among the listeners

   f) Narration or introduction of the next scene included in the last statement of the last narration.

B. Revision on slide kit and posters

Slides were produced from the posters since we cannot shot picture in the village due to heavy rains. To complete the slide presentation, we used posters.

VII. Proceedings of the Group Work

Oct. 21, 1986

At 7.30 in the evening the session started with the briefing on the field work done at Cibodas village. The discussion was done by Dr. Tongyoo of Thailand. The participants of the Workshop was divided into 4 groups. Chairman and rapporteur were elected by the group.

Planning for the survey of the assigned village was done and undertaken by the group. Survey instruments were divided by the group before the adjourment at 10.00 p.m.

Oct. 22, 1986

Group C in the morning discussed on the survey instruments to be used in the village Suntenjaya. At 11.30 the participants already armed with their survey instruments went to the village for gathering of baseline data in preparation for the development of neo-literate materials.

The technique used to collect pertinent data were observation and interview. From the observation, the participants were able to identify the problems, sub-problems as well as the needs of the targeted group. The interview was conducted by asking some people in the village like: Village Head, Hamlet Leader, Youth Leader, Head of Woman Association, Health Center Personnel, Religious Group Leader, Chairman of the Village Council, Teacher/Tutors, Villagers, Board of Woman Association and the Learning Group.

The data covered aspects of life, food, housing, water, sanitation, etc. Sampling was used in the selection of respondent.

The group was divided into three . one group did the search conference; another group observed the community and the other group did the interview in the Village Hall. Later in the afternoon, they proceeded to "Anggrek" Learning Group. Sixteen of the Learning Group were interviewed and they willingly responded. The groups returned to the center at 6.00 o'clock in the evening. A plenary session was held in the evening. Mr. Tajima presented the new approach for analyzing the data gathered. The session ended at 9.00 p.m.

Oct. 23, 1986

The morning was spent in the analysis of the data gathered. There was a lively exchange of ideas among the participants about the data and suggestions. After the analysis, prioritizing of the problems and needs were identified. The group agreed to prepare and delimit the aspect of life into 4 categories.

1. Health and Sanitation (water, food, clothing, housing);
2. Education, Recreation, Sports, Culture;
3. Transportation and Communication and
4. Income and Employment.

The group decided to produce slide kit and serial prosters on Health and Sanitation.

After lunch the group met and started the development of neo-literate materials based on the format assigned.

Oct. 24, 1986.

The morning was spent in the preparation of the materials to be used in field testing. Review of AJP materials, "Let's form a cooperative", a radio drama was done by the group. The followings are the suggestions for the improvement of the materials.

1. Radio programme could be audio cassete programme also.
2. The theme is "Good and important for rural people forming a cooperative".
3. The dialogue narrated by the Cooperative Official and Village Headman is too long, so another role should be added.
4. In order that the story be meaningful, the group decided to place some negative attitude in the story.
5. Before the drama start, some introduction about the drama by the narrator should be attracted for the listeners.
6. Words should be properly spelled out.
7. Instruction for discussion after the drama is necessary.

Objective, brief discription and guidelines for the electronic media materials were prepared in the morning. Later in the afternoon the group finished the narration of the slide kit and serial poster "Good Care for Food, Good Health for Us".

The AJP materials "radio drama" was taped at the Jayagiri National Learning Activities Development Centre, with the participants as the casts. After listening to the tape a panel discussion among the group was held.

The followings were prepared by the group before the try-out:

1. Evaluation sheets for the slide kit and serial poster in Bahasa Indonesia and English
2. Evaluation sheet of the AJP Radio Programme in Bahasa Indonesia and English.
3. Issues for further discussion on the poster, slide and radio programme.

Oct. 25, 1986

The group continue the preparation of the neo-literate materials in the morning. Simulation on the newly developed materials were done by each group in the afternoon. National follow-up activities were discussed in the evening by Mr. Sasaoka.

Oct. 26, 1986

A free day.

Oct. 27, 1986.

The group continued to prepare the materials which would be presented in the village of Suntenjaya for field-testing. In the afternoon the participants went to the village for field-test of the newly developed materials. Pictures of the village were taken for the revision of the materials. Discussion on the revision were done by the group in the evening.

Oct. 28, 1986

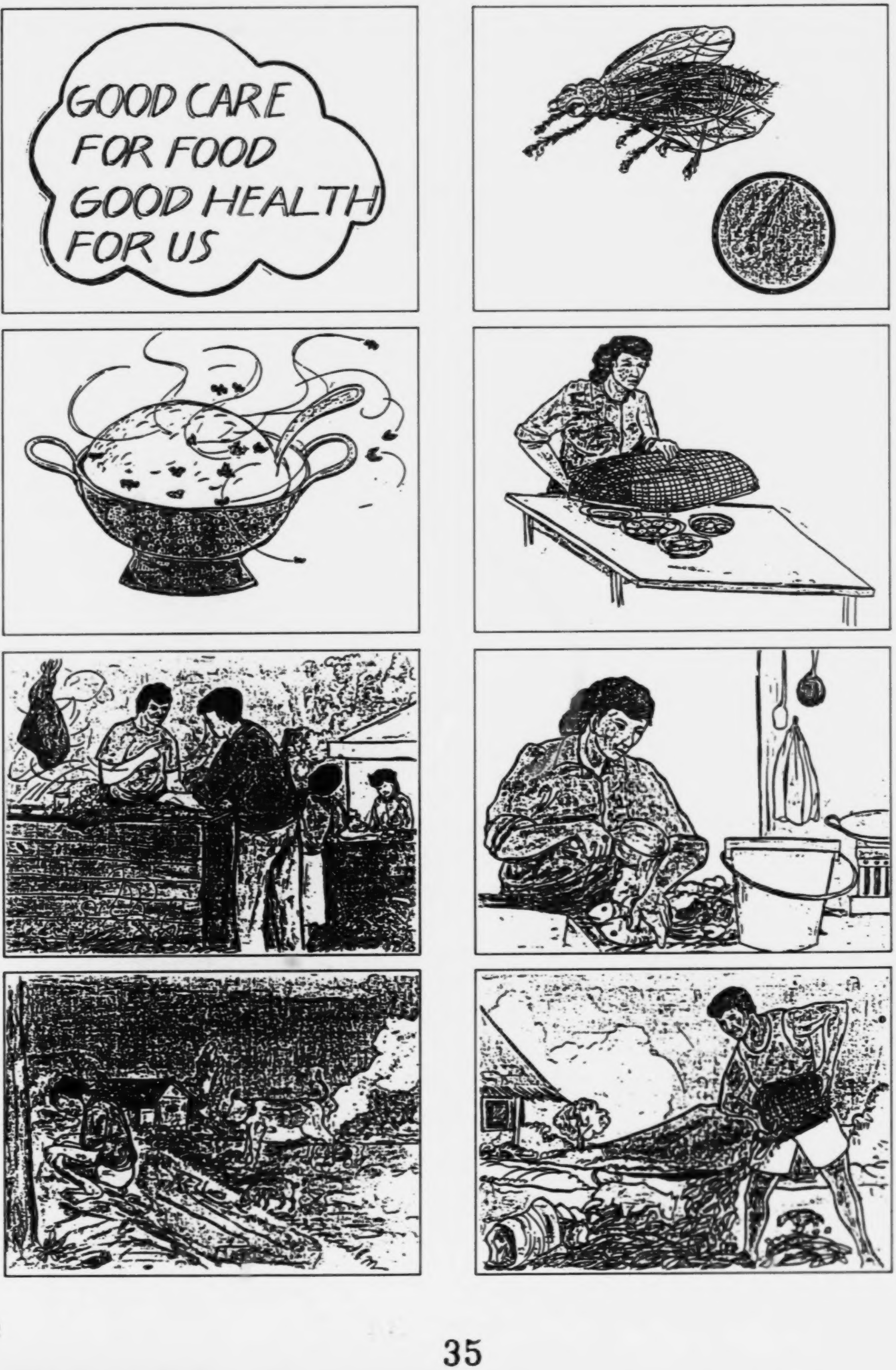
The revision and improvement of the AJP materials (radio broadcasts) was done in the morning by the group. Revision in the taping of the other parts of the radio drama were made. Three characters were added in the cast of the drama. Slide picture were taken from the posters, since the group did not have the chance to take pictures of the village due to heavy rain. Slide kit can be completed in this way.

Each group presented their field tested materials in the afternoon. Later, the national follow-up activities prepared by the country teams were finalized and submitted to ACCU. Adoption of draft final report of the Workshop were discussed also.

Closing programme was held in the evening with a Dinner hosted by Professor Dr. W.P. Napitupulu, Director-General of Non-Formal Education, Youth and Sports.

PRODUCED BY FOURTH
REGIONAL WORKSHOP ON
THE PREPARATION OF
LITERACY FOLLOW-UP
MATERIALS IN ASIA AND
THE PACIFIC
THE END

Materials prepared by Group C
Good care for food, good health
for us (serial poster)


GOOD CARE
FOR FOOD
GOOD HEALTH
FOR US

(4) Preparation and field-testing of Games and others (Group D)

I. Background Information of Harapan learning group

1. The Learning Group (D)

The learning group was set up on 11 January 1985. It is organized by a group leader, a secretary and a treasurer. Two tutors conduct the learning process of the learning group. There is a facilitation in village.

The learners of this group consists of
8 females ages between 17 – 20
8 males ages between 16 – 47

The learning activities is held on Wednesdays and Saturdays from 2:00 p.m. to 5.00 p.m. The learning activities include reading, writing arithmetic, Indonesian language and sports.

The learners have been studying Package A5, 10 and 11.

The equipments they have are a black board, chalk, eraser, Package A1 – A20 (15 booklets for each package), 4 topics of single or serial posters, 2 books of 2 topics, 4 cassettes 3 simulation games, 40 learning group bulletins, 28 topics of leaflets and 1 flipchart on weighing baby.

The learning group has received a learning fund as a loan form BPKB Jayagiri, on 1 February 1986, the loan amount is Rp. 112,500.00.

The learners run this loan on fish farming by the agreement among them.

2. The Community

This learning group is located in village Sukamanah, sub-district Rancaekek, district Bandung, province West Java.

The total number of population is 217, in 42 families. The total number of males is 133, and of females is 84. On an average each family has 3 children.

The classification of population by age can be described as follows.

Table 1
Classification of population by age

Age Group	Total Number
0 – 5 years	45
6 – 20 years	74
21 – 35 years	30
36 – 50 years	61
51 above	7

There are 12 people altogether who involed in family planning, and 4 in family life education activities.

Income and occupation of people can be showed in a table below.

Table 2
Occupation, income and expenditure of people

Occupation	Number	Income Rp.	Expenditure Rp.
1. Government official	3	2,000.00	1,500.00
2. Small trader	5	1,000.00	1,000.00
3. Farmer	5	2,500.00	2,000.00
4. Worker	11	1,500.00	1,500.00
5. Labour	24	750.00	750.00
6. Others	2	2,500.00	1,500.00

According to the table, the income of people in average per year is Rp. 577,850.00

The educational background of population can be described below.

Table 3
Educational background of population

Education	Number	Remark
1. Illiterate	7	Aged 51 above
2. Primary school drop-out	17	
3. Primary school leaver	16	
4. Junior high school drop-out	4	
5. Junior high school leaver	5	
6. Senior high school drop out	2	
7. Senior high school leaver	3	

Places:
- 2 small mosques
- 1 learning place
- 1 place for weighing baby
- 1 place for integrated health service

Transportations:
- 2 cars
- 2 motorcycles
- 25 bicycles
- 5 tricycles
- 1 two-sheeled carriage

Communications:
- 14 television sets
- 31 radios
- 5 news paper's readers.

Cattle:
- 5 sheep
- 1 hourse
- 39 chickens
- 3 fishing pounds

Housing:
- 15 permanent
- 5 semi-permanent
- 16 others

Lavatory:
- 21 family latrines use well water
- 21 mixed washing, bathing and latrine use water pump

Electricity:
- each house has electricity
- Rice hulling works use electricity as well. There are 2 rice hulling works in the village.

Cooperative:
- Village Unit Cooperative has 3 members
- Tricycle Cooperative has 3 members.

Land:

Neighborhood 03 has an area sized 10 hectares, located around 42 kms. form BPKB Jayagiri.

II. Process of the Group Work

Our group, Group D, was assigned to visit Sukamanah village about 1.5 hour drive from the Jayagiri Centre.

We planned our visit to consist of three main parts. In each part we wanted to get information from different groups of people:

1. Village headmen,
2. General population of the village between ages 16 – 40,
3. Members of the two Learning Groups.

In general, our time went according to schedule, although we were unable to get statistical data at the Village Hall because of lack of time.

Follwing is a brief description of each part of our visit. At the end is an Appendix with charts of statistics and other data gathered, as well as a copy of the two questionnaires used.

Finally at the end of the appendix is a record of the planning meeting held prior to our village visit.

A. Visit with Village Headmen

We arrived at the Village Hall at 11.15 where we were met by local officials. After greetings and general discussion we were given time to ask questions. We asked the questions prepared in our planning meeting (See Appendix). Following are answers from the general question and answer time.

Question: What is general health of people in the area ?

Answer: General health is good except during times of flood. Then we have much dysentery. This village is surrounded by two rivers and the village is not on high ground so flood waters contaminate our wells. Our health center supported a drive to increase sanitation in the area and now almost 100% of the people boil their water before drinking.

Question: Is there a general feeling of satisfaction with the education programme in this area ?

Answer: We are not satisfied. We have no high school. Some headmen want to build a private Junior High School. Most students drop out after Junior High School. Those who want to continue on to High School must go to Bandung.

Question: Why do children drop out of school ?

Answer: They cannot afford uniforms and books and books and their parents do not encourage them to continue.

Question: What is the value of formal education in this area ?

Answer: Formal education is highly valued because it leads to social mobility and increases the quality of life and because it increases earning power.

Question: Are the economic expectations of people in this village being met ?

Answer: People don't have enough money. What people want is
1. Get their children educated;
2. To have enough food:
3. To travel.

Question: What are the biggest needs in this village ?

Answer:
1. To prevent flooding;
2. To receive training which will increase earning potential;
3. To learn how to make the best use of our natural resources (for example, how to get more produce from our farm plots).

During this meeting Mr. Sasaoka presented the Headmen with a gift. Then we walked to the Headmen's house for a delicious lunch.

B. Village Walk with Observation and Survey

We broke up into three teams, each team having one member who speaks Bahasa Indonesia. Each team had a number of printed questionnaires (See Appendix). Our target group for these questionnaires were young adults, aged 16–40. A total of 46 questionnaires were completed, with data as noted (See Appendix). During our walks through the village we observed several major problems as well as positive conditions.

We noted the following positive conditions:
1. People of all ages are very friendly and are not afraid of foreigners.
2. Babies are well cared for, not allowed to crawl on the ground or go close to standing water.
3. Most houses have electric wiring. One refrigerator, one video and several cassette recorders were noted.
4. In several areas young people were playing sports.

The following problems were noted:
1. Very few proper toilet facilities were seen while people were noted defecating outside.
2. Roads were full of deep ruts.
3. Stagnant water was everywhere; poor drainage was noted.
4. "Toilets" were built over rivers and ponds.
5. Well water was a dark color.

C. Learning Group Visits

We were received graciously by both Learning Groups, (even though the second group had waited over 6 hours for our visit. (They expected us arrive at 09.00 A.M. but we arrived at 3.30 P.M.) Both groups fed us once again, even though we were all still full from lunch !
The following were general observations we made.
1. Learners were at ease and free to speak to visitors.
2. Learners were obviously successfuly learning to read and write.
3. Learning areas were neat and clean.
4. Most women in the 2nd Learning Group appeared to be age 40 or older.

We observed women of the first Learning Group as they played a literacy game. They seemed to enjoy the activity.
In Appendix there is a copy of the questionnaire given to each learner. Data from these are also found in Appendix.

Group D – Appendix

Data From Village Headmen

1. Demography

a) Population Total 3866 Males 1963
Females 1,903

b) Land area Total 473 Ha Dryland 1 Ha
Wetland 456 Ha

c) Number of Households 822

d) Number of Hamlets 5

e) Number of neighborhood association 28

f) Percent by occupation
Farmers – 80%; Laborers – 11%;
Small traders – 5%.

g) Numbers involved in family planning
IUD - 82 . Injection – 225; Pills – 161

2. Education

a) Number of schools
Primary schools - 3 Junior High School – 1

b) Enrollement in primary schools – 90%
Percent of drop outs – 10%

c) Percent that go on to junior high school
25 – 30%

d) Number of illiterates in age group 13 – 14
518

e) Number of learning groups
Package A groups – 46
Income-generating groups – 3

f) Number of instructors for learning groups – 20

Sidewalk questionnaire

1. How old are you ?
2. Are you married ?
3. Do you have children ?
4. Are you involved in family planning ?
5. How many of your children are over 3 months ?
6. How many of your children over 3 months received have DPT immunisations ?
7. Does your family eat green vegetables every day ?
8. Do you keep animals near your house ?
9. What is your annual income ?
10. What is your job ?
11. Would you like to change jobs ?
    If so, what job would you like ?
12. How much education do you want your children to have ?
13. How many years of education did you have ?

Data from sidewalk questionnaires

1.	Average number of children		2.9
2.	Precent whose children are immunised		72.0%
3.	Percent married by age 20		33.3%
4.	Percent who eat green vegetables daily		91.3%
5.	Percent who keep animals by their house		43.5%
6.	Average job of villagers	Farm laborer	51.4%
		Trader	20.0%
7.	Percent that are satisfied with their job		43.5%
8.	Average years of schooling		4.1
9.	Percent that want a better life for their children		66.0%

Number of people interview: 46

QUESTIONNAIRE

Name : ....
Age : ....
Sex : ....

1. Occupation : ....
2. Marital Status : ....
3. Number of Children : ....
4. What is your expectation in life ? : ....
5. List 5 main problems in the village. : ....
: ....
: ....
: ....
: ....

Data from Learner's Group Questionnaires

1. General Information

a) Percent by sex

a) Percent by sex	Female	94.5%
	Male	5.5%

b) Percent by age classification

17 – 22 : 41.5%
23 – 28 : 22.6%
29 – 34 : 4.5%
35 – 40 : 27.0%
41 – 46 : 4.5%

c) Percent married 94.5%

d) Percent by number of children

no child	27.00%
1 child	27.00%
2 children	4.50%
3 children	9.00%
4+ children	32.50%

e) Percent by occupation

Farm laborer:	63.00%
Farmer	14.50%
Brick maker	9.00%
Batik Seller	4.50%
Sheep raising	4.50%
Jobless	4.50%

2. Life Expectations (percent)

a) Want to be happy	84.00%
b) Want children to have education	8.00%
c) Want to have enough food	4.00%
d) Want to have a job	4.00%

3. Big Problems in the Village

a) Flood	28.00%
b) Difficulty finding a job	15.40%
c) No funds for children's school fees	13.20%
d) Scarcity of food during dry season	11.20%
e) Poor health	8.40%
f) Low income	7.00%
g) No capital for business	4.20%
h) Paddy disease	4.20%
i) Malnutrition	4.20%
j) Bad roads	2.80%
k) No skill	1.50%

Planning Meeting Group D

Preliminary meeting held 21 October

We have tentatively marked young people, aged 16–24 as our target age group. In order to meet young people, we will attend the Wednesday meeting of the "Learning Group" which meets every Wednesday and Saturday in Sukamanah Village.

We spent the majority of time at our evening meeting planning how we will use our 5 – 6 hours tommorrow (Wednesday) to get as much information as possible about expectations, needs and problems felt by the target group. We decided on three main activities, each of which will give us information from different age and status groups.

Our schedule will be as follows:

11.15 A.M.	– Arrive Sukamanah Village
11.15 – 12.00	– Meet with Headmen, introduction and greetings
12.00 – 13.00	– Lunch and interview with Headmen (See questions below)
13.00 – 14.00	– Walk around area, observation and do survey questionnaires
14.00 – 16.00	– Meeting with Target Group; question and discussion
16.00	– Leave for Jayagiri Centre

Attached are the survey questionnaire to be used for the general public and the two information questionnaires which will be given to people of the Target Group at their meeting. Following are the questions which will be asked to the Headmen at our lunch and interview with them.

1. What is the general health of people in the area ?
2. Is there a general feeling of satisfaction with the education programme in the area ?
3. What is the value of formal education in the area ?
4. What are the biggest needs of the village ?

While here we will also seek information on such facts as average number of people living in each household; average number of children in each family; average years of schooling in the village, average age that girls marry and that boys marry; number of people in village who have gone on to university etc.

Information used in planning a game for our target group came from

1. Observation,
2. Survey and questionnaire,
3. Interviews.

From these sources, we concluded that the felt needs of the people in this village, and especially the Learning Groups, can be classified into 4 main areas:

1. Family, health and nutrition
2. Economics and quality of life
3. Education and Expectations
4. Sanitation and clean water

Target Group

In developing our game we chose as our specific target groups married women aged 17–40 who are mostly housewives and farm laborers and who are members of Learning Groups in Sukamanah village.

Title

The title of the game is "We Can Help Ourselves." This title was chosen to encourage players in realizing that they are capable of improving many aspects of their lives through their own efforts.

Purpose

The purpose of the game is as follows:

1. Improve literacy skills;
2. Increase learner awareness of certain issues;
3. Encourage learners in taking initiative for solving their own problems;
4. Provide information and/or instruction in certain skills which will improve daily life;
5. Provide tutors with specific teaching opportunities.

Method

The game is played by single players or by many players grouped into teams. The object is to "walk around the village." The "Village" is divided into 4 areas: Health, Education, Economics, Sanitation and Water.

As a player lands on a space in one of the 4 areas, answers a guestion about that pacticular subject.

The tutor has a copy of each question with the correct answer, as well as a brief explanation to be used when appropriate. As each player answers a question on one of the specific subjects, the tutor encourages players to discuss briefly how the particular question affects their lives.

The important point to stress is that the tutor takes advantage of every opportunity for the group to discuss the issues raised by each question. Of course, the tutor will not want to use too much time in discussing these issues or the players will lose the concentration of the game.

Tools

The game consists of the sheet ("board", or lay out), 4 movable pieces, one dice, 4 sets of colored cards to match each colored section of the game, and tutor's answer book.

Rules for the "We Can Help Ourselves" Game

1. This game can be played by 2 or more single players or by many players divided into teams.
2. The playing pieces are placed at "Village Hall" in the centre of the circle.
3. Each player in turn throuws the dice and moves his piece down one of the "paths" leading from Village Hall towards the circular "road" around the village. Players may begin on any road they wish.
4. Upon reaching the circular road, a player moves a number of spaces according to the number of the throws on the dice. There are 7 spaces in each section: Health, Education, Economics, Sanitation and Water. Each time a player lands on one of the spaces, he chooses the top card for that section.
5. The player reads his question aloud to the group. He (or his team) gives his answer. After answering the question, the player returns the card to the pile (placing it at the bottom).
6. The tutor gives the group a chance to say if the answer is correct, and may choose to lead a short discussion on that subject. If it is correct, the player gets another chance to throw the dice and answer a second question. If the second answer is also correct, the player stays at the new position. If the answer is wrong, the player moves back to the previous position. Each player is limited to 2 chances each time.
7. Each player proceeds in this way around the entire circle until they return to their starting "path". Once on the path back to Village Hall, they answer no more questions. Players can re-enter Village Hall only on an exact roll of the dice. (If the player is 2 spaces from Village Hall, he can throw a "2" and enter immediately, or throw a "1" and on his next turn throw another "1".
8. The first player to return to Village Hall wins the game.

Special Instruction for the Tutor

At the front of the Tutor's Answer Book, the following advice is given.

This game is designed to provide your Learning Group with the following opportunities:

1) To improve their literacy skills;
2) To increase their awareness of certain problems and opportunities in their village:
3) To encourage them to work together in solving their problems;
4) To provide information and instruction in certain skills and ideas which will improve their daily lives;
5) To provide you, the tutor, with specific teaching opportunities.

Each player has a chance to read and answer questions which relate to village life. The questions are divided into four different categories:

1) Health
2) Education
3) Economics
4) Sanitation and Water

This "Tutor's Answer Booklet" is divided into corresponding section which is marked by a color at the edge of the paper, and has questions to match those on the cards. You are given the correct answer for each question as well as a short explanation, when appropriate. Please note that there will often be additional correct answers to the ones given here. Follow the rules written on the game sheet and also on the following page of this booklet.
To make this game most effective, please remember the following points.

1) Each question offers the group an opportunity for short discussion. Encourage the learners to give their own thoughts rather than you lecturing them.
2) Allow the group to decide whether an answer is right or wrong before you tell them. Often you will find that your answer sheet is only partially correct. Use your own judgement, you know this group best !
3) Keep the game moving. Do not allow discussions to go on too long.
4) Remember. This game is to help people learn things which will help them to improve their lives.

Field Testing

Besides testing the "We Can Help Ourselves" game, we also tested a "Serial Poster" developed by our group and two other AJP materials. Results of these tests with recommendations follow.

1. "We Can Help Ourselves" Game

A. Observations
1) Game is in Indonesian; players speak only Sundanese.
2) Game takes too long.
3) Good group discussion and good tutor input follows each question and answer.

B. Questionnaire Results
1) Theme: very interesting (50 pc); interesting (25 pc); fair (25 pc)
2) Illustrations: very interesting (10 pc); interesting (80 pc); fair (10 pc)
3) Application: very easily applied (20 pc); easily applied 60 pc); fair (60 pc)
4) Length of game: fair (95 pc); not long enough (5 pc)
5) Usefulness: very useful (25 pc); useful (75 pc)

C. Recommendations
1) Translate into Sundanese for use in this Learning Group.
2) Players should begin at Section-starting spaces rather than in center (Village Hall).
3) Each player should have only one question per turn.
4) Revise rules as necessary for ease of understanding.
5) Shorten sentences and questions.

2. Serieal Poster

A. Observations
1) Group appeared to be actively interested in presentation.
2) Good group discussion with many questions raised.
3) Tutors presented material and lead discussion without assistance.
4) Presentation and discussion time totaled about 30 minutes.

B. Questionnaire Results.
1) Theme: very appropriate (86 pc); appropriate (7 pc); fair (7 pc)
2) Illustrations: very attractive (20 pc); attractive (40 pc); fair (40 pc)
3) Contents: very easily understood (60 pc); easily understood (40 pc)
4) Presentation: too long (7 pc); not long enough (93 pc)
5) Usefulness: very useful (86 pc); useful (7 pc), fair (7 pc)

C. Recommendations
1) Revise illstrations for ease of understanding.
2) Revise sentences as necessary for ease of understanding.
3) Make presentation longer by adding posters or lengthening discussions.

3. "Tree Planting" Game

A. Observations
1) Enthusiastic participation
2) Some participants seem embarrassed because they are unable to read the questions.
3) Some sentences appear to be too simple.

B. Questionnaire Results
1) Theme: very appropriate (100 pc)
2) Application: very easily applied (65 pc); easily applied (35 pc)
3) Sentences: very clear (40 pc); clear (50 pc); fair (10 pc)
4) Illustrations: very attractive (80 pc); attractive (20 pc)
5) Illustrations: very understandable (10 pc); understandable (80 pc); fair (10 pc)

C. Recommendations

This game should be used only with those learners who have achieved a certain level of reading proficiency.

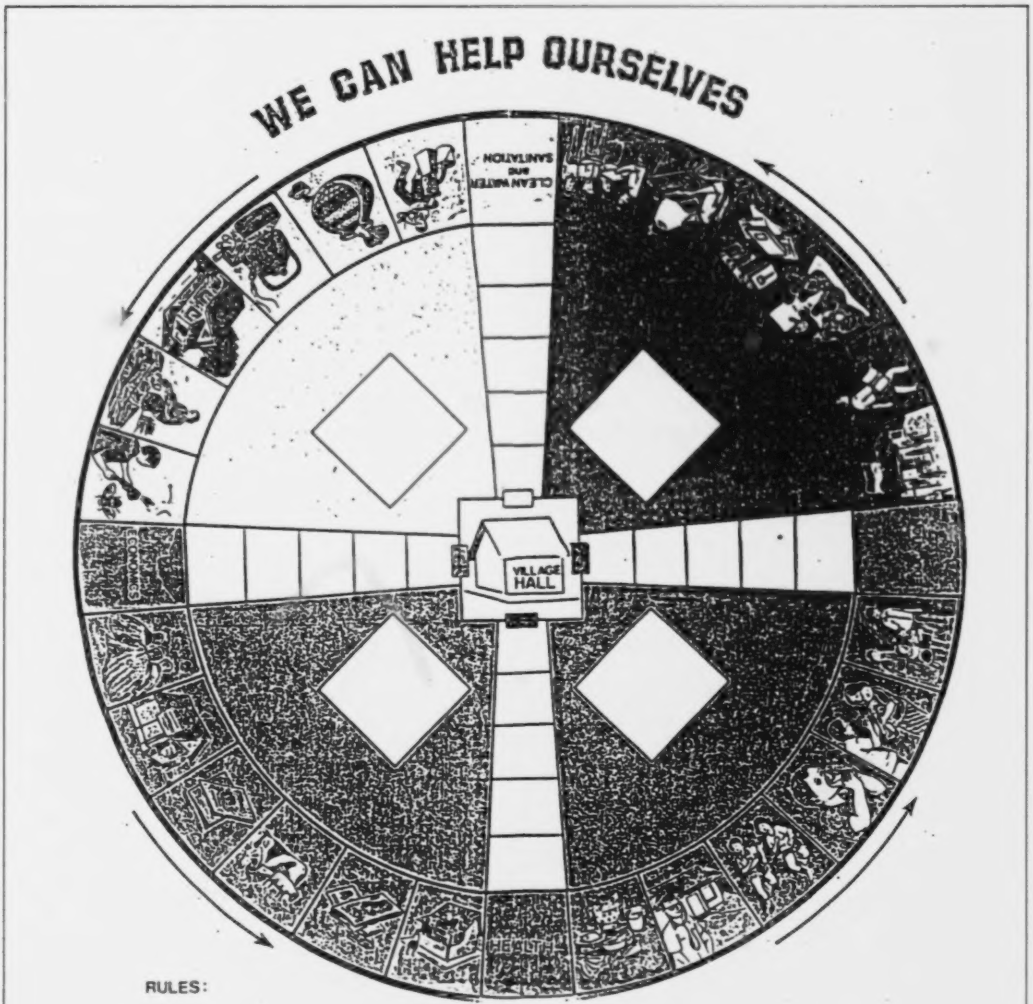
4. **Jigsaw Puzzle**

Observations:

- A. All participants appeared enthusiastic about the activity.
- B. Game was completed quickly and could be repeated several times with different participants.
- C. No time was available for questionnaires.

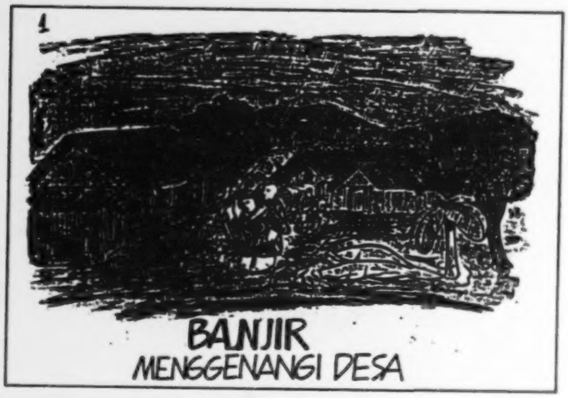
Materials prepared by Group D

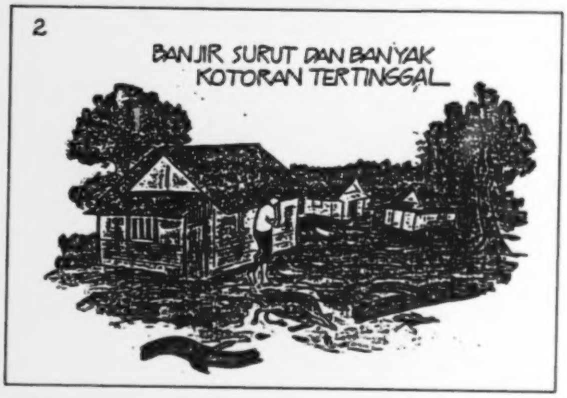
1. **We can help ourselves (game)**

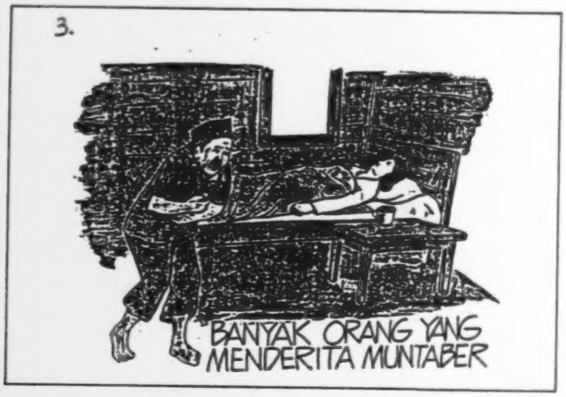

WE CAN HELP OURSELVES
CLEAN WATER and SANITATION
VILLAGE HALL
ECONOMICS
HEALTH
RULES:

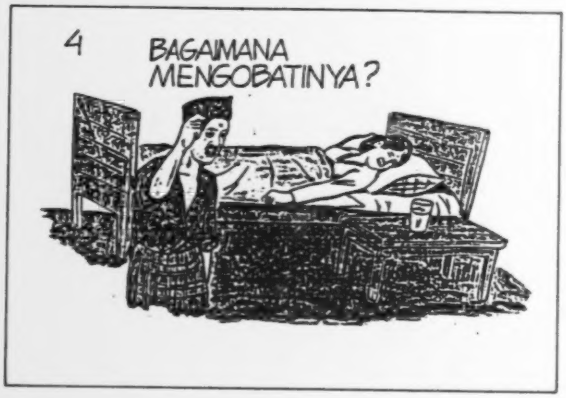
BEST COPY AVAILABLE

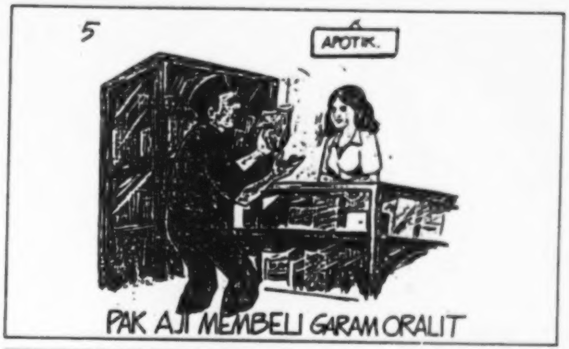
2. How to care and prevent cholera (serial poster)

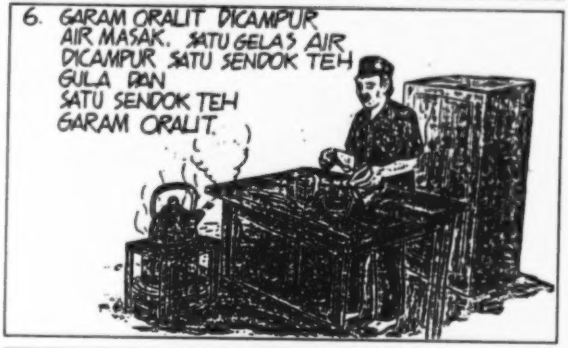

1
BANJIR
MENGGENANGI DESA

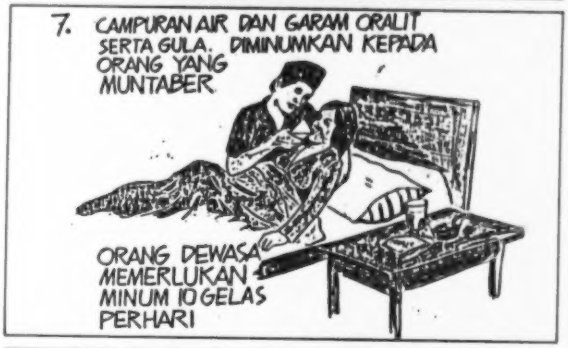

2
BANJIR SURUT DAN BANYAK
KOTORAN TERTINGGAL

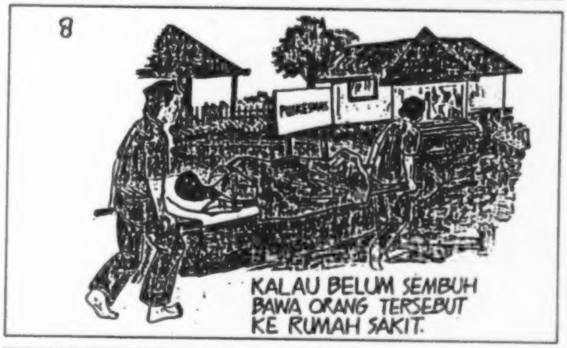

3.
BANYAK ORANG YANG
MENDERITA MUNTABER

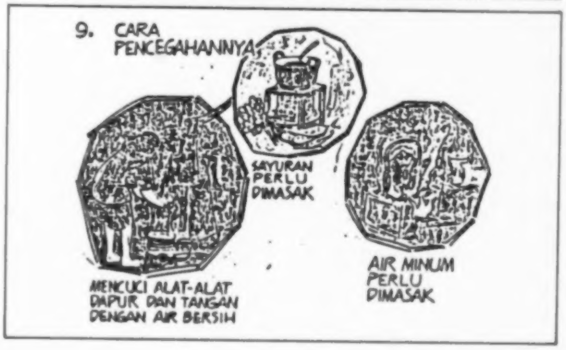

4
BAGAIMANA
MENGOBATINYA?


5
APOTIK.
PAK AJI MEMBELI GARAM ORALIT


6. GARAM ORALIT DICAMPUR
AIR MASAK. SATU GELAS AIR
DICAMPUR SATU SENDOK TEH
GULA DAN
SATU SENDOK TEH
GARAM ORALIT.


7. CAMPURAN AIR DAN GARAM ORALIT
SERTA GULA. DIMINUMKAN KEPADA
ORANG YANG
MUNTABER
ORANG DEWASA
MEMERLUKAN
MINUM 10 GELAS
PERHARI


8
KALAU BELUM SEMBUH
BAWA ORANG TERSEBUT
KE RUMAH SAKIT.


9. CARA
PENCEGAHANNYA
SAYURAN
PERLU
DIMASAK
MENCUCI ALAT-ALAT
DAPUR DAN TANGAN
DENGAN AIR BERSIH
AIR MINUM
PERLU
DIMASAK

CHAPTER II

Planning of National Follow-up Activities

National Follow-up Activity Plans Prepared by National teams of the Participants in the Workshop

NATIONAL FOLLOW-UP ACTIVITY PLANS PREPARED BY NATIONAL TEAMS OF THE PARTICIPANTS IN THE WORKSHOP

Introduction

One of the objectives of the workshop was to prepare plans of follow-up activities by each country's team to further apply the results of this Regional Workshop in each country. Followings are the national follow-up activity plans presented by the respective teams in the Workshop.

A. CHINA

I. Objectives

The objectives of the national training workshop will be as follows:

- To further consolidate and develop the achievements in literacy and post-literacy in rural areas;
- To provide training opportunities for personnel involved in the fields of neo-literate materials development to improve their professional abilities of producing neo-literate materials;
- To exchange information and experiences from both home and abroad.

II. Content and Method

- Briefing on ACCU literacy programmes in the 4th Regional Workshop;
- Lectures on variety of methods of developing neo-literate materials adopted by ACCU;
- Preparation on prototype neo-literate materials with following steps:
  a) Field survey;
  b) Analysis of field data;
  c) Definition of the theme;
  d) Development and production;
  e) Field testing;
  f) Improvement;
  g) Evaluation.

III. Participants

10 – 15 participants responsible for neo-literate materials development programmes at provincial level will attend the workshop.

IV. Date and Venue

The workshop is supposed to be held in May or June 1987 with a duration of 7 days in Fujian province or the other province in China.

V. Responsible Agency and Responsible Person

Mr. Wang Yanwei, Director of Peasants' Education Division, Department of Adult Education, State Education Commission.

VI. Assistance Sought from ACCU/UNESCO ROEAP

- Finance US $ 1,000
- Resource persons from Unesco ROEAP and ACCU
- AJP/ACCU materials

Total estimated budget:
RMB 10,000 (About US$ 3,000)

VII. Documents

- Guidebook for the Preparation and Production of Materials for Neo-Literates -(ACCU); (Abridged translation)

- AJP/ACCU materials

- Neo-literate materials developed in China.

B. INDONESIA

I. Introduction

Indonesian Government will always make a continuous effort to fulfill the needs of supplementary materials to supplement the main Paket A Learning Materials.

In National and Fourth Regional Workshop several Learning Materials suitable to neo-literates come out.

These learning materials can be adapted into Indonesian situation as Paket A supplementary materials.

To adapt these learning materials, of course, fund for trying out and distributing the materials is needed.

Due to the lack of funds for trying out and distributing the learning materials funding should be sought from outside.

II. Objectives

1. To adapt and modify the AJP Learning Materials and use them for neo-literates.

2. To find out what kinds of AJP materials are the

most suitable for Indonesian neo-literates.

III. Adaptation of AJP Materials Production

1. Title of the materials:

   One or two selected materials developed in National and Fourth Regional Workshop to be adapted to Indonesian situation.

2. Estimated number of copies of each title: 1.600 copies.

IV. The Procedure to Adapt the AJP Materials

1. Reporting to Director-General of Non-Formal Education, Youth and Sport about the AJP materials and giving preliminary idea about the importance of materials produced by AJP to be distributed and used in Learning Groups

2. Establishment of an adaptation team from both BPKB Jayagiri and Kebon Jeruk

3. Try out and field test of the selected materials

4. Production of the selected materials

V. Responsible Agency and Person

a. Agency: National Development Centre for Learning Activities (BPKB) Jayagiri, Lembang and Kebon Jeruk.

b. Person: Mr. Maman Suherman (Director of BPKB Jayagiri Lembang)

Mr. Soegeng Padmodiharjo (Director of BPKB Kebon Jeruk)

VI. Assistance Sought from ACCU/Unesco ROEAP

a. Financial

Amount of US $ 1,000 for printing and distribution and financial counterpart by BPKB Jayagiri and Kebon Jeruk, amounted to US $ 1,000

b. Technical (experts service): none

c. Materials:

We need to borrow positive film of illustrations.

VII. Time Frame at the Programme

a. Received the fund: December 1986

b. Printing and distribution: February 1987

c. Submit the report to ACCU in March 1987

C. MALAYSIA

National Training Workshop

1) Objectives:
   - a) To train key personnel in the development and production of neo-literate materials particularly for the states of Sabah and Sarawak.
   - b) To orientate teachers for the utilization and evaluation of materials developed

   Contents:

   (Chapter by chapter in the guideline of production of neo-literate materials)

2) Number of Participants:
   - a) Family Development Supervisors – 5 persons
   - b) District Supervisors on Community Development – 5 persons
   - c) Field Workers of Functional Literacy Group and Home Economics Group –10 persons
   - d) Resource personnel from the Community Development Division From Central Government and State Office. – 3 persons

3) Venue and date:

   Tentative date will be in March/April 1987 and most probably during school holidays.

   Venue: Sabah/Sarawak

4) Tentative Programme:

   March 1987 – National Workshop, adaptation and adoption of materials
   April 1987 – Printing of AJP materials
   – Printing of neo-literate materials developed in the National Workshop
   May 1987 – Orientation of teachers for utilization of AJP materials at national level and evaluation of materials
   August 1987 – Submission of report to ACCU

5) Production of AJP Materials
   - a) Printed book materials
     1. Mari – the girl who could not go to the festival
        –Importance of balance diet –
   - b) Printed non-book material
     1. How wonderful a clean home is !
        –Let's make our life happy
   - c) Audio-Visual materials
     1. Let's form a co-operative (script for radio programme)

   Estimated number of copies for printed non book

materials and printed book material is 500 copies each.
Audio Visual materials (Slide Kit) 1 copy

6) Production of materials developed during Fourth Regional Workshop in Bandung.
   1. Printed book material – A Clean Home environment
   2. Printed non-book material
      a) Folded chart title "How to Keep Ourselves Clean"
      b) Game card "Nutrition Card Game"
      c) Board game title "We Can Help Ourselves"

7) Assistance sought from ACCU/ROEAP.
   1) Financial
      a) Printing cost of 2 printed books material at $1.50 x 1,000 copies = $1,500.00
      b) Printing cost of 3 non-book materials $2.00 x 1,500 = $3,500
      c) Audio-Visual materials 1 set = $100.00
   2) Technical (Expert service)
      Technical experts from ROEAP and one from ACCU
   3) Materials
      AJP/ACCU materials

D. PHILIPPINES

I. Introduction

The Asian/Pacific Joint Production Programme (AJP) of Materials for Neo-Literates in Rural Areas has given a forceful awareness and "push" to the nonformal education leaders in order to remedy, as fast as possible, the problems with the illiterates and the neo-literates. Interesting, attractive, easy to manipulate and materials especially those most adaptable to Phillipines cultural groups and conditions, will be given preference for adoption.

Supplementary materials to strengthen learnging and encourage implementation of the messages on practices and activities that ought to be adopted by the people could be developed in training workshops. The production, adaptation and adoption of the adequate number of materials are necessary to give value and personality to the efforts and all the other resources dedicated there to.

There are 10 major dialects and cultures in the Philippines therefore there is a great need to unify them through common learning materials, which at the start, should be in their very own respective beloved dialect.

The least estimate in the number of neo-literates to every dialect is 30,000. There is a great need to reach the neo-literates throughout the country to prevent their relapse to illiteracy. For initial production, 20,000 copies to each of the 10 major dialects can be sufficient. Therefore, all in all, the number of copies needed are 20,000 times 10 or 200,000; but the 200,000 copies is the total for all the 10 different major dialects.

II. National Training Workshop

A. Objectives and contents of the Training
   1. General Objectives:
      Establish awareness, among the nonformal education leaders, on the necessity to have the neo-literates read and exercise continuously the good things they get from the reading materials.
   2. Specific objectives:
      a. Acquaint the participants on the various types of learning materials for the neo-literates.
      b. Orient them on how each type of materials is developed.
      c. Draw out leadership and creativity talents, among the participants, through group work.
      d. Conduct field testing for adaptation, of the AJP materials and the developed materials of the participants.
      e. Finalize the selected suitable materials for adaptation and production/printing.

B. Number of Participants and their Background
   1. Number: 36 participants (2 from each region)
      13 writers/editors
      13 illustrators

   Two delegates from each of the 13 political regions of the country will be required. The delegates should, if possible, be from the staff of the regional offices of the Ministry of Education, Culture and Sprots. These delegates must have possessed the talent and expertise as described.

C. Venue and Date
   1. Venue: Applied Nutrition Centre (ANC), Banilad, Cebu City
   2. Date: March 30 to April 9, 1987

D. Tentative Programme of the Workshop (Please see separate sheet)

E. Faculty Members
   1. Dr. Renegio Romulo - Director, Bureau of Continuing Education
   2. Dr. Lourdes Sumgaysay -Assistant Director, Bureau of Continuing Education.
   3. Dr. Fransco B. Concillo -Regional Director, Region VII
   4. Mr. Lauro Bautista -Chief, Staff Development Division, Bureau of Continuing Education

5. Dr. Eladio C. Dioko -Assistant Regional Director, Region VII.
6. Dr. Manuela G. Quisido -Regional NFE Supervisor II, MECS, Region VII
7. Mrs. Rosalinda Capinpin -Senior Educational Researcher, Bureau of Continuing Education
8. Miss Lourdes Arellano -Sr. Educational Researcher, Bureau of Continuing Education
9. Miss Alvenia Paluay -Educational Researcher, Bureau of Continuing Education
10. Dr. Henrietta B. Sumalbag -Researcher I, Bureau of Continuing Education.

F. Training Materials
1. Guidebook for Preparation and Production of Materials for Neo-Literates ACCU – 30 copies
2. AJP neo-literate materials produced by the 3rd and 4th Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific
3. Recording tapes, cameras with 2 rolls of 36 photo, film slides, typing paper, mimeographing ink, pentel pens, rulers, poster paints and crayons.

G. Assistance sought from ACCU/Unesco ROEAP
1. Financial – US$2,000
2. Materials (documents)
    - a) Guidebook for the Preparation and Production of Materials – ACCU
    - b) AJP neo-literacy materials produced by the 3rd and 4th Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific
    - c) Other useful documents ACCU/ROEAP can furnish to the workshop.

III. Production of AJP Materials

A. Title of the Materials:
1. Printed Book Materials
    - a) Mari – the girl Who Could not go to the Festival
    - b) Baby's Food
    - c) Bamboo Handicraft
2. Printed Non-Book Materials
    - a) How to Increase Income Poster
    - b) Nutrition Pie Graph produced
    - c) Tree Planting Poster
    - d) Development Cycle (Figure of 8 Comic Strip)
3. Electronic Media
    Good Care for Food, Good Health for Us
4. Games and Others
    - a) Nutrition Card Games
    - b) Box Puzzle Games

B. Estimated number of copies of each type

1,300 copies for each title above = 13,000 copies all together.

By producing the above quantity each region shall be able to bring home 100 copies of each material.

C. How the materials will be adapted and adopted

The above materials will be improved for adaptation during the Training Workshop in March to April 1987 and will therefore be printed when they pass the field testing and when perfected by the participants.

D. Responsible Agency and Responsible Person.

Agency:. Bureau of Continuing Education, Ministry of Education Cultural and Sports, Manila.

Person: Dr. Remegio Romulo, Director of the Bureau of Continuing Education, Manila

E. Assistance sought from ACCU/Unesco ROEAP
1. Financial
    An amount of US $2,000 for printing and distribution of the Materials.
2. Materials
    We need to borrow or be furnished one slide projection and a good camera.

Tentative Programme of the Workshop

A. Preparation Stage (December 1986)
1. Designing training curriculum
2. Preparing materials needed
3. Formation of the Organizing Committee and and Steering Committee.
4. Confirmation of the Director of the Bureau of Continuing Education

B. Implementation Stage
1. Dissemination of a MECS memorandum and the Guidelines on the selection of delegates to the Workshop-First 2 weeks in January, 1987
2. Opening and orientation – March 30, 1987
3. In-Class Training (Discussion of the Guide in the Production of Neo-Literate Materials) March 31–April 1, 1987
4. Field survey – April 1, 1987 afternoon
5. Producing materials – April 2–5, 1987
7. Revision – April 7–8. 1987

C. Evaluation of the training workshop process and results – April 9, 1987

D. Training Methodologies
1. Lecture - Discussion
2. Demonstration
3. Work process
4. Simulation
5. Field survey
6. Work display
7. Critiquing

8. Illustrating

E. Monitoring of Workshop – May, 1987

E. PAPUA NEW GUINEA

I. Name of Project

"Training Course for Vernacular Education Workers" in Papua New Guinea.

II. Venue and Dates

Summer Institute of Linguistics Centre, Ukarumpa, Eastern Highlands Province.
9 – 27 February, 1987

III. Rationale

Many provincial NFE officers in PNG are interested in beginning vernacular education programmes, but lack the background knowledge and training for such programmes. This course is planned to assist them in acquiring this knowledge and training, in actually planning programmes for their areas, and in beginning development of vernacular literature.

IV. Objectives

- To encourage provincial NFE officers who are attempting to plan and/or implement vernacular education programmes in their provinces;
- To assist provincial NFE officers in the actual planning of their programmes and in beginning vernacular literature production.

V. Participants

25 participants will be provincial or regional supervisors and/or administrators of vernacular education programmes.
One participant will be from the national NFE Office.

Lecturers and consultants will be from the Summer Institute of Linguistics, from the University of PNG and from the National Department of Education.

VI. Responsible Organization

Summer Institute of Linguistics - PNG Branch

VII. Basic Format

Material will be presented through lectures, discussions, readings and practical application.

The course will be divided into three parts:
1) the 3-week training session followed by 2) six months of field research and development of specific plan materials, and 3) a follow-up one week seminar.

VIII. Course Content

Course content will be divided into two major areas. The first will deal with background information and history of vernacular education in PNG, plus other relevant factors helpful for NFE workers who are working in this area. The second section will convey specific methodology for conducting programmes :

- Situation assessment,
- Defining goals, strategies and policies,
- Development of vernacular materials,
- Assessment, testing and evaluation.

IX. Production

A manual will be produced by the workshop.
It will contain basic information from lectures and issues raised in participant discussion sessions.
Some new literate materials will be developed by participants for their target groups.

X. Assistance

Financial: US $ 1,000
Materials: a) Guidebook for Preparation and Production of Materials for Neo-Literates (ACCU)
b) Neo-literate materials which have been shown to be successful.
c) Other material which will be useful to participants in their programmes.

F. THAILAND

Proposal for the production of AJP Materials

1. Title of the materials
   1.1. "Let's Safely Use Electricity" (Poster) 2nd W/S
   1.2. "Let's Read" (Poster) 1st W/S
   1.3. "Take Care of Yourself Today ?" (Folder) 4th W/S
   1.4. "Nutrition Card Games" (Games) 4th W/S.

2. Estimated numbers of copies of each materials
   2.1. Let's safely Use Electricity – 2000 copies
   2.2. Let's Read – 1000 copies
   2.3. Take Care of Yourself Today ? – 1000 copies
   2.4. Nutrition Card games – 1000 copies

3. How the material will be adapted and adopted.
   3.1. Poster on "Let's Safely Use Electricity".
      a) All English dialogues, instruction and guide for utilization will be translated into Thai language by Thai resource

persons.

b) Since ACCU has printed a prototype of this poster in English, so, all Thai dialogues, instruction and guide for utilization in correspondence to those English ones will be sent to ACCU for preparing a Thai version of "Let's Safely Use Electricity" Poster.

c) ACCU will kindly produce 2000 copies of this poster in Thai version and send back to the Director, Operation Division, Department of non-Formal Education, The Ministry of Education, Bangkok, Thailand for dissemination through local public libraries, village reading centers, primary schools, temple reading centers, non-formal education centers, Bangkok Youth-Recreation Centers etc.

3.2. The other two posters and one games will be adapted to local situation in a workshop of 5–6 artists and resource persons. The adapted materials will be published and disseminated through local public libraries, village reading centers, primary school libraries, hill-tribe educational clusters, non-formal education centers, etc.

4. Responsible Agency and Responsible persons:

The Department of Non-Formal Education, Ministry of Education, Thailand; by

1. Dr. Tongyoo Kaewsaiha
2. Mr. Wuthichai Wannakul.

5. Assistance sought for ACCU/Unesco ROEAP.

1. 2000 copies of Thai version poster on "Let's Safely Use Electricity".
2. 10 copies of each poster model on "Taken Care Yourself Today" and "Let's Read".
3. 10 Game models of "Nutrition Card Game".
4. Financial assistance for US.$ 1,000

6. Time frame of the programme.

The production of these materials will be completed by June 1987 and the report will be submitted to ACCU by the end of August 1987.

Special Request:

The Department of Non-Formal Education, Thailand is going to organize a national workshop for the illustrations on "Design for Neo-Literates Materials Production" in July 1987. In order to provide the illustrator the varieties of ideas designs and formats how to produce the interesting materials, it will be very helpful if ACCU will kindly provide us some examples of AJP materials produced in 1th–4th Regional Workshops i.e. booklets, posters, games, and electronic media. Fifty copies of each title are requested. Three designers in material production from ACCU and Unesco ROEAP as well will be requested to fulfill the objectives of this national training workshop.

G. VIET NAM

1. Background.

In order to help neo-literates to gain their literacy skills and prevent themselves from relapsing into illiteracy, there is a need to produce neo-literate materials relevant to their daily life improvement.

2. Production of Joint Production Materials (AJP)

2.1. The following AJP material is selected for adaptation. The selection is based on the non-availability of materials, especially printing papers in the country and relevant to rural situation.

The selected materials will be translated into Vietnamese and modified the text and illustrations in context of Viet Nam.

2.2. The printed book material will be produced 5000 copies, and distributed and used in non-formal literacy class.

2.3. Title of the material:

A Clean Home Environment

2.4. Responsible Agency and person:

Research Centre for Complementary Educational Reform,
Educational Publishing House and Centre for Writing,
Educational Reform Textbook and other Teaching Learning Materials – Ministry of Education.

3. To facilitate the production of slides to be used as non-book materials for neo-literates it is suggested that ACCU/ROEAP would provide Viet Nam with the following materials:

- Positive film and 2 projectors
- 1 camera "Nikon"
- Printing paper mentioned in item 2.2.

4. Time frame of the program:

School year 1987 – 1988

Outline for Preparation of National Follow-up Activity Plans

ACCU is prepared to make, in co-operation with Unesco ROEAP, financial assistance to national follow-up activities planned and to be executed by participating countries. The projects to which financial assistance may be provided will be selected in accordance with the following guideline:

I. Eligible projects:

Among the national follow-up activity plans to be submitted by the country teams during the present Workshop, the projects which are planned and executed under the following two lines are eligible:

(1) Organization of a national training workshop on the preparation of literacy follow-up materials, where the AJP materials, including "Guidebook for Development and Production of Materials for Neo-Literates" are used as a part of working documents.

(2) Mass production for local use of the Asian/Pacific Joint Production Programme (AJP) materials so far developed, either with translation/modification or as they are.

II. Amount of assistance:

A maximum of US$1,000 per country will be assisted.

III. Selection and endorsement:

(1) After the present Workshop, ACCU will, in consultation with Unesco ROEAP, make a selection of the recipients.

(2) ACCU will then obtain endorsement from the National Commissions for Unesco concerned and conclude contract with the recipients for execution of the Projects.

IV. Schedule of Execution:

- Notification to the recipients: End of December 1986
- Completion of selected projects: End of June 1987
- Submission of report to ACCU: End of August 1987

V. Contents of national follow-up activity:

(1) National Training Workshop

1. Objectives and contents of the training
2. Number of participants and their background
3. Venue and date. . . . .
4. Tentative programme of the Workshop
5. Faculty member
6. Training materials
7. Assistance sought from ACCU/Unesco ROEAP
   a) Financial, b) Technical (Experts service), c) Materials (documents)

(2) Production of AJP Materials

1. Title of the materials
2. Estimated number of copies of each type
3. How the materials will be adapted and adopted
4. Responsible agency and responsible person
5. Assistance sought for ACCU/Unesco ROEAP
   a) Financial, b) Technical (Experts service), c) Materials (positive films, etc., documents)

Annex and Appendix

Annex

1. General Information
2. Schedule of the Workshop
3. List of Participants
4. Resource Person's Papers
5. Country Report

Appendix

Address by Prof. Dr. W.P. Napitupulu, Director-General of Non-Foraml Education, Youth and Sports, Ministry of Education and Culture of the Republic of Indonesia

Report by Mr. Darlis Djosan, Chairman of the Organizing Committee

Welcome Speech by Mr. T.M. Sakya, Education Advisor, ROEAP, and representative of Unesco

Address by Mr. Taichi Sasaoka, Executive Director of ACCU

ANNEX 1. GENERAL INFORMATION

The Asian Cultrual Centre for Unesco (ACCU) and the Department of Education and Culture of Indonesia will jointly organize a Fourth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific in collaboration with the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) as well as the Indonesian National Commission for Unesco.

1. Introduction

Illiteracy has been of much concern in most of the developing countries including those in the Asia-Pacific region for many years. In spite of literacy campaigns that have been undertaken and will be undertaken to solve the problem of illiteracy, in most places the problem remains far from being solved permanently.

Years of experience in this respect has taught all those concerned, that many of the new literates who gained new skills in reading, writing and arithmetic as a result of the literacy campaign, had relapsed into illiteracy within a relatively short time, for want of reading materials. As a matter of fact, literacy, teaching without adequate provision of reading matters on better living in rural area during and after the acquisition of the new skills, is a futile exercise.

In view of the above, ACCU in co-operation with UNESCO ROEAP and the Directorate General of NFE, Youth and Sports, MEC of Indonesia is planning a Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

2. Date and Venue

The Workshop will take place at the National Learning Activities Development Centre (BPKB) Jayagiri in Lembang, Bandung (Indonesia) from Monday 20 to Wednesday 29 October 1986.

3. Objectives of the Workshop

The objectives of the Workshop will be to provide training experiences, concerning the neo-literate materials relevant to the needs of the rural people, to participants from eight Unesco Member States in:

(1) the development and production of neo-literate materials including design and illustration;
(2) the study of need and problems in rural areas;
(3) the distribution and utilization of neo-literate materials.

4. Work of the Workshop

To achieve the above objectives, the work of the Workshop will consist of the following matters:

(1) Analysis and understanding of both problems and needs for improvement of rural living.
(2) Development of effective and simple neo-literate materials which contribute to the improvement of rural living.
(3) Field-testing of neo-literate materials in villages.
(4) Adoption and modification of new drafts of neo-literate materials to be produced under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP)
(5) Designing of national follow-up programmes in participating countries.
(6) Other related matters (future subjects, etc ...)

5. Participation

(1) Participants: Two participants each nominated by the National Commission for Unesco of the following eight countries will be invited to the Workshop: China, Indonesia, Laos, Malaysia, Papua New Guinea, Philippines, Viet Nam and Thailand.

  (a) One who is in responsible position for planning, editing and producing neo-literate materials,
  (b) the other, a person who is actually in charge of production of neo-literate materials (illustrator, disigner, etc ...).

It is desirable that they have not participated in the past Workshops organized so far by ACCU.

(2) Resource persons: A few resource persons will be invited from the above mentioned countries or other countries.
(3) Unesco: Unesco may send representative/s from ROEAP.
(4) Observers from international organizations.

6. Programme

For programme, see "Tentative Programme"

7. Working Language

The working language of the Workshop will be English. However, for the sake of field testing, selected materials will be translated into Bahasa Indonesia.

8. Financial Arrangements

ACCU will provide each participant and resource person a direct economy class return air ticket between the airport nearest his/her residence and Indonesia, and with daily subsistance allowance from Saturday 18 to Wednesday 29 October 1986.

9. Correspondence

All the correspondence concerning the organization of the Workshop should be addressed to:

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Japan
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Telephone: +81 (03) 269-4445

The Director-General
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Jakarta
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ANNEX 2. SCHEDULE OF THE WORKSHOP

20 October (Mon.)

7.00 – 8.00 – Breakfast

8.30 – 9.30
- Opening Ceremony
- Welcome and Report by Mr. Darlis Djosan, Chairman of the organizing Committee
- Address by Mr. T.M. Saya, representative of Unesco
- Address by Mr. T. Sasaoka, a representative of ACCU
- Keynote address by Dr. W. P. Napitupulu, Director General of Non-Formal Education, Youth and Sports on behalf of the Minister of Education and Culture

9.30 – 10.00 – Coffee Break

10.00 – 11.45
- Election of one chairman, one vice-chairman and one rapporteur
- Self Introduction of Participants and others
- Orientation on Neo-Literate Materials and Workshop process by Mr. T.M. Sakya
- Orientation on AJP Materials by Mr. T. Sasaoka

11.45 – 13.15
- Presentation on adaptation and production of neo-Literate materials based on Package A and AJP Materials by Mr. Maman.
- Evaluation of neo-literacy materials based on Package A and AJP Materials by Mrs. Doko.

13.15 – 15.00 – Lunch

15.00 – 17.00 – Sharing of country experiences: Country Report presentation.

18.30 – 20.30 – Dinner at "Panorama Parahyangan" hosted by Mr. T. Sasaoka, Executive Director of ACCU.

21 October (Tue.)

7.00 – 8.00 – Breakfast

8.00 – 9.30 – Sharing of country reports (continued)

9.30 – 10.00 – Coffee Break

10.00 – 11.30 – Presentation on preparation, production and evaluation of neo-literate materials in rural areas by Dr. Tongyoo

11.30 – 12.00 – Presentation on format and design of neo-literate materials by Mr. S. Tajima

12.00 – 13.00 – Information on field situation and formation of groups field work by Mr. Maman

13.00 – 14.00 – Lunch

14.00 – 17.00 – A brief visit to Cibodas village 8 km from Jayagiri Centre.

18.30 – 19.30 – Dinner

19.30 – 21.30 – Briefing on field work by

Mr. Tongyoo

– Preparation of field survey tools to identify problems and needs in the village.

22 October (Wed.)

7.00 – 8.00 – Breakfast

8.00 – 9.30 – Finalization of survey tools

9.30 – 10.00 – Coffee Break

10.00 – 17.00 – Field works to four villages Jayagiri, Langensari, Suntenjaya, Sukamanah

18.30 – 19.30 – Dinner

19.30 – 20.00 – Method of Analysis by Mr. S. Tajima

20.00 – 21.30 – Analysis of field data to find out problems and solution.

23 October (Thu.)

7.00 – 8.00 – Breakfast

8.00 – 13.00 – Analysis of field data and selection of format

13.00 – 15.00 – Lunch

15.00 – 17.00 – Improvement of AJP Materials and development of new prototype neo-literate materials – Group work

18.30 – 19.30 – Dinner

19.30 – 21.30 – Group Work (continued)

24 OCtober (Fri.)

7.00 – 8.00 – Breakfast

8.00 – 10.00 – Group Work (continued)

10.00 – 10.30 – Coffee Break

10.30 – 13.00 – Group Work (continued)

13.00 – 15.00 – Lunch

15.00 – 17.00 – Group Work (continued)

18.30 – 19.30 – Dinner

19.30 – 21.30 – Group Work (continued)

25 October (Sat.)

7.00 – 8.30 – Breakfast

8.00 – 13.00 – Group Work (continued)

13.00 – 15.00 – Lunch

15.00 – 17.00 – Presentation through simulation on newly developed materials

18.30 – 19.30 – Dinner

19.30 – 20.30 – Presentation (continued)

20.30 – 21.30 – Briefing on National Follow up Activities by Mr. Sasaoka
– Starting of preparation of National Follow up activities

26 October (Sun.)

9.00 – 19.30 – Sightseeing (Bandung)

27 October (Mon.)

7.00 – 8.00 – Breakfast

8.00 – 10.00 – Preparation for field testing in the village

10.00 – 10.30 – Coffee Break

10.30 – 13.00 – Preparation (continued)

13.00 – 15.00 – Lunch

15.00 – 18.00 – Field testing of the materials in the field

18.30 – 19.30 – Dinner

28 October (Tue.)

7.00 – 8.00 – Breakfast

8.00 – 10.30 – Revision and improvement of the materials

10.30 – 11.00 – Coffee Break

11.00 – 12.30 – Presentation of field testing and revised materials

12.30 – 14.00 – Lunch

14.00 – 16.00 – Finalization of National Follow-up Activities and submission to ACCU

16.00 – 17.30 – Adoption of draft final report of the Workshop

19.30 – 21.00 – Closing Session and Dinner hosted by Professor Dr. W.P. Napitupulu, Director-General of NFE, Youth and Sports

29 October (Wed.)

07.00 – 08.00 – Breakfast

08.30 – Leave for Jakarta

12.30 – Visit Taman Mini Indonesia Indah

13.00 – Lunch

16.00 – Arrive in Hotel Indonesia

19.30 – Dinner hosted by Mr. Soepojo Padmodipoetro, Executive Chairman of Indonesian National Commission for Unesco at Putri Duyung Restaurant, Ancol, Jakarta

ANNEX 3. LIST OF PARTICIPANTS

1. PARTICIPANTS

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6. ACCU

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ANNEX 4. RESOURCE PERSON'S PAPER

1. ORIENTATION ON NEO-LITERATE MATERIALS AND PROCESS OF THE WORKSHOP

by: Mr. T.M. Sakya

Mr. T.M. Sakya, Education Advisor, Unesco Regional Office for Education in Asia and the Pacific has explained the context of the Neo-Literate Materials Development and the role of the Fourth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

The text of Mr. Sakya's orientation is as follows:

a. Present Situation in Asia and the Pacific

The Asia and Pacific region, has thirty-one Member States of Unesco, spread over a large geographical area, Japan in the East, Turkey in the West, USSR in the North and New Zealand in the South. The region has about 63% percent of the workd's population.

All the countries in the region have made significant progress in primary education and the literacy programme. As a result, the illiteracy rate has decreased from about 46% percent in 1970 to 36% percent in 1985. If this trend continues the illiteracy of this region will be about 29% percent in the year 2000.

But due to population growth and drop outs in the primary schools, the absolute numbers of the illiterate population of the age group 15 years and above are increasing. It has increased from 537 million in 1970 to 618 million in 1985, if this trend continues it will reach to 627 million in the year 2000. Still there are more than 100 million children not attending primary schools. The rate of drop out in the primary schools is more than 50% percent in many countries in the region.

b. Need for Regional Programme (APPEAL)

Because of this situation, the Fifth Regional Conference of Education Ministers and those Responsible for Economic Planning which was held in Bangkok in 1985 had recommended to launch a Regional Programme to eradicate illiteracy and to universalize primary education by the year 2000. The Recommendation was endorsed by the 23rd session of the Unesco General Conference in 1985.

Following the recommendation and resolution, Unesco is planning to launch the Asia-Pacific Programme of Education for All (APPEAL) very soon. The main objectives of APPEAL are to eradicate illiteracy, to universalize primary education and to provide continuing education in Asia and the Pacific.

c. Importance of Neo-Literate Materials

One of the emphasis of the APPEAL is that primary education and literacy skills are not enough for the youth and adults to meet their learning needs due to fast change and development occuring in the society. They all need continuing learning opportunity.

The research studies have shown 33 – 35% percent of the people having five years of primary education relapse into illiteracy, if they do not have any reading materials for 4/5 years.

Therefore it is very urgent that all the neo-literates get enough reading materials.

Other research studies have shown that the message learnt by people from reading are more permanent and more accurate than the message they get through mass media alone. The people can retain only 20% of the message, they get from hearing and they retain more than 50% what they learn from hearing and seeing. Therefore it is urgent that we provide reading materials for all even to support the mass media programme.

Purpose of neo-literate materials are as follows:

1) to reinforce the literacy skills i.e. to retain what they have learnt earlier and to improve them,
2) to teach them economic skills,
3) to get access to new information to improve their quality of life,
4) to raise critical awareness about the current affairs in the society,
5) to help to develop rational and scientific attitude,
6) to orient towards new values and attitude needed for development,
7) to entertain and enjoyment.

The importance of Neo-Literate Materials should be understood in the broader context of the role of non-formal education for the socio economic development.

d. Role of Non-Formal Education for Development

The non-formal education and the neo-literate materials programmes have a very important role in the development of a nation. Every nation has a vision for its future expressed in the form of the national goal and policy. Accordingly, plans and programmes are formulated to realize the national vision and to achieve national goal. Institutions are created from national level to rural level to implement the plans and programmes.

Those institutions are maned by the people who should have knowledge, skills and attitude to fulfil their expected roles. If the people in the institutions do not have necessary skills, knowledge and attitude, the institution do not function properly.

It is the task of the education system to give necessary knowledge, skills and attitude to the people to do their roles properly. Generally formal education has been assigned that task. But people who go to the formal school can not learn all the knowledge, skills and attitude necessary for their life in the schools alone. They have to learn many knoledges, skills and attitude outside the school.

Then there are a large number of people who do not get chance to attend the formal schools and who drop out from the schools before completing the full cycle of the school in the developing countries in the region.

In order to provide oppotunity for them to learn necessary knowledge, skills and attitude non-formal education programmes have been developed.

As the countries develop faster, needs more information skills and knowledge arise to meet the new challenges and situation. To meet the need for those information, knowledge and skills, different methods are adopted like mass media, face to face communication, etc.

Studies and experiences have shown that mass media and face to face contact have a great potentiality but they have some limitation also. Unless those communication media are supported by written and printed media, they are not very effective. Therefore, printed media, still have an important role to play.

Realizing the need for neo-literate materials, Unesco Regional Office for Education in Asia and the Pacific (ROEAP), Bangkok and Asian Cultural Centre for Unesco (ACCU), Tokyo, have joined hands to develop prototype learning materials like printed book materials, printed non-book materials, educational games and electronic materials, etc.

ROEAP and ACCU have also been jointly organizing the Regional Workshop to train neo-literate materials developers from different countries in the region. So far three Regional Workshop have been successfully completed and this is the Fourth Regional Workshop.

e. **The Process of the Workshop**

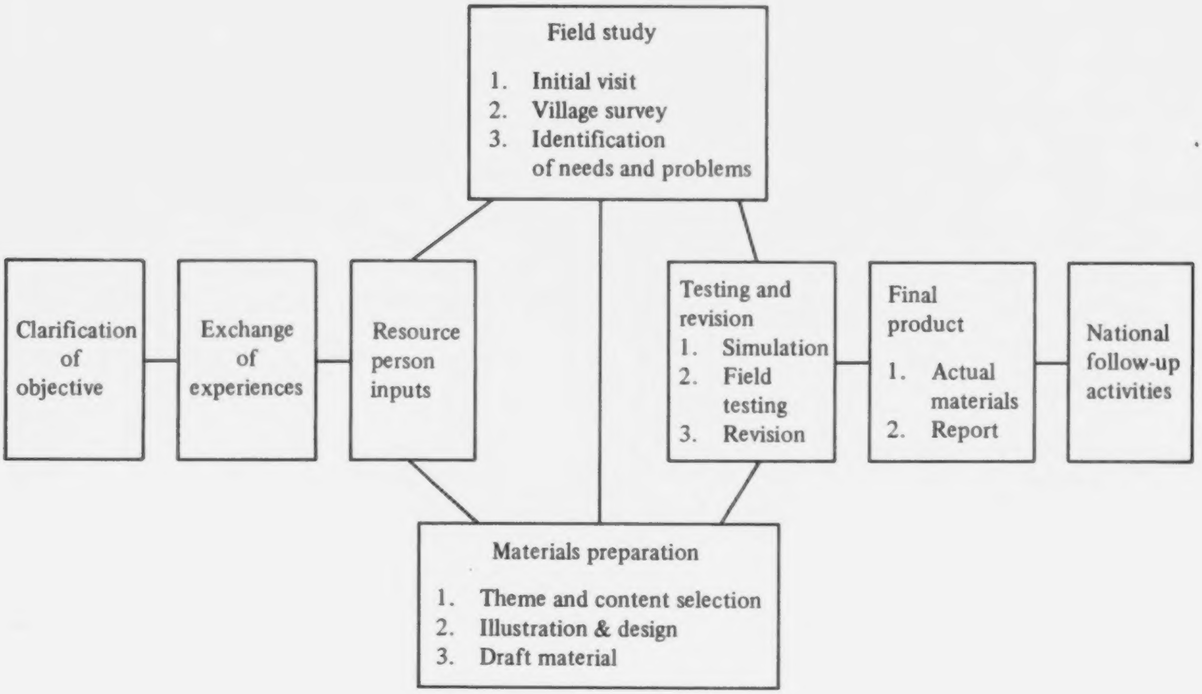
There are three aspects of the neo-literate materials development programme.

1) Decision and selection of the neo-literate materials,
2) Production of the neo-literate materials
3) Utilization of the materials

This Workshop is basically concerned with the process of developing new materials for neo-literates.

The Process of the Workshop can be illustrated through the attached diagram.

Process of Regional Workshop for Neo-Literate Materials Preparation


Field study
1. Initial visit
2. Village survey
3. Identification of needs and problems
Clarification of objective
Exchange of experiences
Resource person inputs
Testing and revision
1. Simulation
2. Field testing
3. Revision
Final product
1. Actual materials
2. Report
National follow-up activities
Materials preparation
1. Theme and content selection
2. Illustration & design
3. Draft material

2. PRESENTATION ON ASIAN/PACIFIC JOINT PRODUCTION PROGRAMME

by: Mr. Taichi Sasaoka

Mr. T. Sasaoka, Executive Director of ACCU together with ACCU team presented the Literacy Joint Production Programme of ACCU. The full text of the presentation is given below.

a. Introduction of ACCU

Asian Cultrual Centre for Unesco (ACCU) is a non-governmental organization established in Tokyo in 1971 under the authorization of Japanese government through fervent efforts of private and public sectors in Japan.

The purpose of ACCU is to contribute to the promotion of book development, culture, literacy, and mutual understanding among people in Asia and the Pacific in line with principles of Unesco.

Emphasis of ACCU's activities has been placed on the joint programmes of Unesco Member States in Asia and the Pacific, devised by them as a practical way of cooperation among them.

b. Background of ACCU's Literacy Joint Programme

ACCU, since its foundation, has been placing great emphasis on the Asian Co-publication Programme (ACP) to produce common reading materials for children. ACP aims at promoting mutual understanding and respect of each other's culture in the region from childhood.

In 1979, participants of ACP meetings suggested the importance of co-production of reading materials for neo-literates in rural areas.

Based on the experience of ACP, ACCU started in 1980 a new programme on Asian/Pacific Joint Production of Reading Materials for Neo-Literates in Rural Areas (AJP) in co-operation with participating Unesco Member States in the region and with the technical and financial assistance from the Unesco Regional Office for Education in Asia and the Pacific (ROEAP).

c. Contents of ACCU's Joint Literacy Programme

1) Field of Joint Literacy Programme

In the rural areas of Asian and Pacific countries, the number of neo-literates, most of whom are primary school drop-outs already equipped with elementary literacy skills but may easily relapse into illiteracy if appropriate reading materials are not provided, is still large and even increasing. It is well awared of that attractive reading materials dealing with practical and useful knowledge for the betterment of life play a very important role for retaining and raising literacy skills, and also for increasing their ability of improving their quality of life.

Under such concept, ACCU carries out the following two programmes in this field.

a) Cooperation to development of materials for neo-literates
b) Training of experts on developing materials for neo-literates

2) Cooperation to Development of Materials for Neo-Literates.

(a) Co-production of Prototype of Materials for Neo-Literates

ACCU organizes the Planning Meeting on Asian/Pacific Joint Production Programme of Reading Materials for Neo-Literates with the participation of experts of Member States and representatives of Unesco Regional Office for Education in Asia and the Pacific (ROEAP) and produces prototypes of reading materials which is helpful for Member States to produce their own national language version.

ACCU has so far produced 23 kinds of such prototypes, among which 19 kinds were translated into 12 languages and utilized. (ref. diagraph).

(b) Co-production of Guidebook for Development and Production of Materials for Neo-Literates

ACCU published, in November 1985, a Guidebook explaining easily and practically theory and technique for production of reading materials for neo-literates in co-operation with the experts of Member States as well as the representatives of ROEAP.

(c) Production of Collection of Selected Materials for Neo-Literates in Asia and the Pacific

ACCU is now preparing to select excellent reading materials from among materials for neo-literates produced in respective Member States in Asia and the Pacific, in co-operation with ROEAP and Member States. The Collection will be published in 1987.

(d) Awarding of ACCU Prize for Fully Illustrated Literacy Follow-up Materials

ACCU will invite fully illustrated printed materials from respective Member States and award prize money to the excellent materials in 1987.

3) Training of Experts on Developing Materials for Neo-Literates

(a) Holding of the Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

In co-operation with ROEAP, ACCU invites experts in producing materials for neo-literates from respective Member States and trains them practically on how to prepare and produce reading materials for neo-literates.

	Date	Place	No. of Participating Countries	No. of participants
First Regional Workshop	18 – 29 April 1983	Tokyo (Japan) Laguna (Philippines)	12	24
Second Regional Workshop	3 – 12 October 1984	Chiangmai (Thailand)	11	23
Third Regional Workshop	26 November – 3 December 1985	Tokyo (Japan)	11	18
Fourth Regional Workshop	20 – 29 October 1986	Jayagiri, Bandung,	7	16

(b) Sending an International Mobile Team of Experts of Materials for Neo-Literates to the National Workshop in the Member States.

On the occasion that a Member State holds the training course for personnel in charge of production of materials for neo-literates, ACCU cooperates by sending an international mobile team of experts to the Member States concerned.

	Date	Place	Number of participants
First Sending to National Workshop	25 February – 6 March 1986	Kathmandu (Nepal)	36
Second Sending to National Workshop	13 – 19 October 1986	Jayagiri, Bandung (Indonesia)	30

List of Materials for Neo-Literates produced to date under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP Programme)

(as of October 1986).

(1) Classification by FORMAT

Format	Title	States of adapted materials in respective languages
I. Printed book (Booklet)	1. Grow Mushroom	Thai
	2. Raising Chickens	Bengali (Bangladesh), Indonesian
	3. Bamboo Handicrafts	Bengali (Bangladesh), Indonesian, Malay, Tagalog (Philippines), Cebuano (Phil.), Ilocano (Phil.)
	4. The Lift of Water	Indonesian, Malay, Nepalese
	5. Baby's Food	Bengali (Bangladesh), Indonesian, Malay, Tagalog, Cebuano, Ilocano
	6. Use of Gas from Daily Wastes	Bengali (India), Indonesian, Malay, Nepalese, Vietnamese
	7. Useful & Simple Knowledge for Everyday Living	Nepalese, Thai
II. Printed non-book materials (Poster)	1. Let's Read	Hindi (India)
	2. Public Pollution inside Bus	Thai
	3. Do You Know Numbers?	
	4. Everyone's Water-How Should Use It?	Malay, Nepalese
	5. Sanitation	Indonesian, Malay
	6. Tree Planting	Indonesian
	7. Home Gardening	Indonesian, Malay
	8. Charcoal Water Filter for Drinking Water	Bengali (India), Indonesian, Malay, Nepalese, Thai, Vietnamese
	9. The River and Us	Bengali (India)
	10. Let's Safely Use Electricity	
III. Electronic Media materials (Slide kit)	1. Water in Everyday Life	
IV. Games and others	1. Building up a Happy Community (Sugoroku)	Indonesian, Malay, Nepalese
	2. Around Asia and the Pacific (Sugoroku)	Thai
	3. Animal (Sugoroku)	Bengali (Bangladesh)
	4. A Balanced Diet (Rotating piegraph)	Indonesian, Tagalog, Cebuano, Ilocano
	5. Proverb Card Game	Indonesian
Total	23 kinds	in 12 languages, 8 countries (19 kinds)
Guidebook		Bengali (India), English (India), Indonesian, Nepalese, English (Phil.), Thai

Indonesian,

(2) **Classification by CONTENTS**

Contents	Title	State of adapted materials in respective languages
Health	1. Sanitation	Indonesian, Malay
	2. Everyone's Water – How Should We Use It?	Malay, Nepalese
	3. Charcoal Water Filter for Drinking Water	Bengali (India), Indonesian, Malay, Nepalese, Thai, Vietnamese
	4. A Balanced Diet (Rotating piegraph)	Indonesean, Tagalog, Cebuano, Ilocano (Phil).
	5. Baby's Food	Bengali (Bangladesh), Indonesian, Malay, Tagalog, Cebuano, Ilocano
Production	1. Grow Mushroom	Thai
	2. Raising Chickens	Bengali (Bangladesh), Indonesian
	3. Bamboo Handicrafts	Bengali (Bangladesh), Indonesian, Malay, Tagalog, Cebuano, Ilocano (Philippines)
	4. Home Gardening	Indonesian, Malay
	5. Tree Planting	Indonesian
Science	1. Do You Know Numbers?	
	2. Use of Gas from Daily Wastes	Bengali (India), Indonesian, Malay, Nepalese, Vietnamese
	3. Let's Safely Use Electricity	
Culture	1. Around Asia and the Pacific	Thai
	2. Animal	Bengali (Bangladesh)
	3. Proverb Card Game	Indonesian
Social and General	1. Let's Read	Hindi (India)
	2. The Life of Water	Indonesian, Malay, Nepalese
	3. The River and Us	Bengali (India)
	4. Water in Everday Life	
	5. Public Pollution inside Bus	Thai
	6. Building up a Happy Community	Indonesian, Malay, Nepalese
	7. Useful & Simple Knowledge for Everyday Living	Nepalese, Thai
Total	23 Titles	in 12 languages 8 countries (19 kinds)

3. PREPARATION, ADAPTATION AND PRODUCTION OF MATERIALS FOR NEO-LITERATES BASED ON THE PACKET A AND AJP MATERIALS

by: Maman Suherman

Mr. Maman Suherman, Director of National Learning Activities Development Centre (BPKB) Jayagiri, Lembang, Bandung, presented his paper on Preparation, Adaptation and Production of Materials for Neo-Literates based on the Paket A and AJP Materials. He mentioned three reasons of the need of having Paket A Supplementary materials, namely:

1. if there is content, knowledge or skill, needed by community in certain local area where does not exist in any booklet of Paket A.
2. to make easier to learn booklet of Paket A
3. to motivate the learners in Paket A learning groups by providing them with different types of learning materials such as posters, photo novella, electronic media and games.

- In development of both Paket A Supplementary Materials and AJP Materials there is only one difference. The difference is that the first step of development of Paket A Supplementary Materials is to identify marketable and profitable vocational skill or small business for income, on the other hand, the first step of development of AJP Materials is to identify problems and needs of the people especially neo-literates in the community including all basic aspects of their life like food, water, housing, health, income, transportation, education and so on.

- Starting from second step both Paket A Supplementary Materials and AJP Materials have the same procedure as follows: selection of format, selection of theme based on the needs and problems selected collecting content resources, filling in treatment matrix, drafting or designing, lay-out and illustration editing, preparation for try-out or field testing, field testing, revision, mass-production, distribution, utilization, and evaluation of effectiveness of the materials.

- One alternative in procedures of adapting AJP materials is as follows:

1. Selection of AJP materials which are suitable and meaningful to the country
2. Translation of texts using simple sentences and terminologies
3. Adjustment of illustration
4. Limited multiplying by xerox for field-testing
5. Preparation for field testing
6. Field testing
7. Revision
8. Submit to policy maker for decision of production
9. Mass production
10. Distribution
11. Utilization
12. Evaluation

4. "EVALUATION OF MATERIALS FOR NEO-LITERATES BASED ON PAKET "A" AND AJP MATERIALS

by: Mrs. Jeane Doko Saudale

Mrs. Jeane Doko Saudale, Head of the Programme Section National Centre for Development of Learning Activities (BPKB) Kebon Jeruk presented her paper on Non-Formal Education programme in Indonesia. The brief text of her paper is given below.

- Non-Formal Education Programme in Indonesia provides Out of School Education for those who never obtain formal schooling experience to help and enable them to participate in the national development as a whole. Since the second Five Year Development Plan: 1974–1979, Indonesian Government has done a very significant effort in literacy programme in collaboration with Unicef and other institutions, in which Books of Paket "A" was formulated. This programme is mostly organized through learning group, Paket A Learning Group. In its process, Paket "A" programme is always developing and in 1983 it expanded a programme of strengthening source of daily income called Kejar Usaha that is income generating learning group.

Paket "A" materials consist of 100 booklets from A1 to A100. The package contains information leading to the acquirement of knowledge, skills, and attitude in order to be a responsible citizen in community development and comprising.

– Series of A1–A20	, contains integrated basic lesson, in reading, writing, arithmetic and Bahasa Indonesia or Indonesian National language.
– Series of A21–A60	, contains additional information on basic knowledge

and skills covering different aspects of life.

- Series of A61–A100, contains wider scope of knowledge and skills covering aspects of life.

Supplementary materials of Paket "A" Booklet is always developed more and more all over the country based on the needs of the learners.

Various types of supplementary materials consist of:

- booklets
- folders
- flipcharts
- photonovellas
- serial posters
- single posters
- games
- audio cassettes
- sound slides.

- AJP Materials

Asian Cultural Centre for Unesco (ACCU), Tokyo, has deeply involved in developing materials for neo-literates in Asia and the Pacific through workshop and seminars in co-operation with Unesco ROEAP Bangkok where most of Asian and the Pacific countries participated; the outcome of workshop has been published under Asian Pacific Joint Production Programme (AJP) every year.

So far, 23 materials for neo-literates in form of booklets, posters, games and slide kit with the topics on sanitation, income generating and environmental health have been produced in English text as prototypes.

Based on the prototype materials each participating country has developed and modified the materials in their country.

- The effectiveness of neo-literate materials in general determined by the educational background of the learners, the content of the materials, the suitable knowledge and skill and the relevancy of the learners interest.

As a result of try out neo-literate materials can be seen as follows:

1. A study recently done by Development Centre of Non-Formal Education Activities in Kebon Jeruk, Jakarta indicated that booklets are more effective than folders in terms of content or message.
2. The result of testing the AJP materials in Indonesia indicated that:
    - bookets are understandable but need more than one time to read to practice the skill mentioned in the content.
    - posters are very attractive and the learners can understand the content.
    - games are attractive and can motivate the learners to do something.
    - pie-graph is attractive and handy but too short for mastering vocational skill.
3. Paket "A" Supplementary materials as well as modified AJP materials are very important to realize the follow-up programme for neo-literates.
4. Paket "A" Supplementary materials and modified AJP materials should be more developed to direct the learners based on their needs to generate their income.
5. Besides reading and writing materials for neo-literates it is expected to develop more income generating or "do it yourself" materials for non-formal education target group.

5. THE PREPARATION, PRODUCTION AND EVALUATION OF MATERIALS FOR NEO-LITERATES

by: Dr. Tongyoo Kaewsaiha

Dr. Tongyoo Kaewsaiha presented the talk on the Preparation, Production and Evaluation of Materials for Neo-Literates. The brief text of Dr. Tongyoo's presentation is given below.

A. Needs and Characteristics of Neo-Literate Materials

1. Needs for neo-literate materials

In various developing countries at present it is accepted that the best way to develop countries is to develop the quality of their people so that they can help the country development programmes reach the goals efficiently. Primary education enrollment, however, has increased in many countries to large extents, some of them are still drop-out and some are left behind. This group of people are called neo-literates. They are in needs of neo-literate materials.

2. Learning behaviors of neo-literates

Some learning behaviors and characteristics of neo-literates are as follows:

a. They think they can not learn, or even lose their learning capacity.
b. Speed of learning is on the decline slightly.
c. Physiological changes occur such as visual ability, hearing, etc.
d. They acquire large extent of different experiences.
e. They can not be forced to study.
f. They can learn if the learning environment and materials are conclusive to their learning.

3. Categories of neo-literates

Generally, the neo-literates are the people who acquire some literacy skills with or without completing primary education. These neo-literates, however, can be organized into three different levels namely: beginning level, middle level, and self-learning level.

4. Characteristics of neo-literate materials

The following characteristics of neo-literate materials should be taken into account when neo-literate materials are prepared.

a. The materials should be suited to learning skills of the target neo-literates.
b. The mateials should focus on the real and immediate problems of the neo-literates and their society.
c. The materials should promote active learning.
d. The materials should be special types for particular groups and programmes.
e. The materials should pose problems or describe potential problems conditions and provide ways to solve those problems.
f. The materials should draw experiences and participations of neo-literates.
g. The materials should promote culture, national integrity and dignity.
h. The materials should be simple, attractive and interesting.
i. The materials should utilize visual aids which are appropriate for the neo-literates needs and interests.
j. The materials should be integrated with self evaluation.

5. Functions and objectives of neo-literate materials

Neo-literate materials should be designed to serve two broad functions as remedial and enrichment functions. For remedial function, the neo-literate materials are required to remedy deficiencies in initial learning, and to make further progress possible. The neo-literate materials are also served as the following enrichment functions.

a. To reinforce what has already been learned and mastered.
b. To encourage the further use of what has already been learned and mastered.
c. To extend the various use for material already learned.
d. To provide for difference in learning modalities preferred by learners.
e. To extend the goal of literacy towards improving the quality of life.

B. Development and Production of Materials for Neo-Literates

1. Community study

a. Purpose

An overview of non-formal learning situation in rural areas is necessary to find out how and where the neo-literate materials are appropriate to use in various situations. The preliminary step in the production of these mateials is to identify the urgent problems and needs. Needs, however, may be of different categories – individual needs, groups needs, community needs, national needs, felt needs, perceived needs and projected needs, transient needs and permanent needs.

Needs may be assessed through interviews, observations or questionnaires as to what motivated the individual to acquire literacy skills. And may be assessed on the basis of the socio-economic background that may give a clue to their interests and needs. And it can be identified within the framework of national development policy, the community goals' expectation and the local situation which the social groups and individuals face presently.

b. Methods of need assessment

For collecting data on the needs of the target neo-literates and their community by community studying, two basic methods are introduced as conventional and non-conventional methods.

1) Conventional method

Two techniques, observation and interview, are suggested. The observation is a technique whereby the observers go to the village and observe deeply on the situation and living condition of the target neo-literates.

Interview is a process of getting information by asking some people in the community especially community leaders, government officials and other informal prominent people including the neo-literates themselves who live in the community. There are two kind of interviews, structured and unstructured interview. Open-ended unstructured interview is more valuable than other kind for getting at feelings and attitudes and at the real causes of problems. But it yields less uniform and less readily quantifiable data than those readily structured interview. Result of the structured interview is easier to process but may not be as validity for their structure tends to restrict and influence the responces given.

2) Non-conventional method

In many cases we found that data gathering by using only conventional method is not enough. In order to know better their felt needs, non-conventional method is being used as an additional to observation and interview. The non-conventional method can be done in many ways.
The following 3 techniques are introduced.

a) Search Conference

Local leaders, both formal and non-formal ones from different occupations are requested to discuss in a small group about their community situations and problems and try to find ways to solve those problems by themselves. By this technique, problems and needs exposed are very close to their felt problems and needs.

b) Participatory Approach

This technique is very useful to study the perception of the target neo-literates about the problems and situation in their community. The researcher goes and stays in the village with the villagers for a period of time and try to record what are going on in the village. The felt problems and needs are drawn from the daily life of villagers in the village through observation, diary record, interview, direct experiences, and etc. The Johari Window is a tool to be used as a guideline for data collection.

c) Single Poster

A picture of village situation which is consisted of problems is shown to a group of people from the village. Ask them what kind of problems they see in the picture. Each problem will be discussed whether it really happens and reflects their life or not. Then, list the problems exposed to the people.

c. Items of data collection

Ten basic aspects of life are suggested to be taken into consideration when materials are prepared to be purposeful, practical and realistic to satisfy the needs of the target neo-literates. Those items of data collection are as follow:

1. food
2. clothing
3. housing
4. water
5. health
6. population and environment
7. communication
8. income
9. education
10. culture

d. Data analysis

When community information are collected, three steps namely, individual analysis, group analysis and needs prioritizing are suggested to be used to analyze those data and divide them into problems and needs.

2. Selection of theme and format of materials for neo-literates.

a. Selection of theme

Theme selection should be based upon the problems and needs identified by group members incorporated with the opinions of the content specialists.

b. Selection of format

Format is very important aspect when materials are produced. The appropriate formats can effectively convey content to the learners. Selection of formats of materials for neo-literates, should take considering of needs and levels of literacy skill of the target neo-literates, conditions and locations, methods of presentation and cost.

3. Production of Materials for Neo-Literates

a. Topic Selection

There is no limitation as to what can be best topic of any type of the materials, but topics which lend themselves well to present should be chosen to yield most effective materials.
The following principles should be taken into account when topics are prepared.

1) Topics should be simple, easy, short, direct and clear presentation.
2) Topics should be presented in mother-tongue as much as possible.
3) Topics should be motivational and attractive.
4) Topics should be related to content and help to make content easy to understand.
5) Topics should help to make difficult information interesting.
6) Topics should reflect problems and needs of the target audience.
7) Topics should be related to cultures and national awareness.
8) Topics should represent the concept and content of the materials.
9) Topics should pose problems and situations for target audience to follow.
10) Topics should be presented in styles that encourage the participation and involvement of the target.

b. Content arrangement

Contents of neo-literate materials must also incorporate the objectives of the programme and cover the three domains of learning-cognitive (knowing), affective (feeling) and psychomotor (acting and doing). Various studies suggested that the contents should also be purposeful, practical and realistic to satisfy the needs of the target neo-literates.

c. Illustration preparation

In developing materials for neo-literates, especially printed book, the space devoted to illustration still be important. The illustration should be there not only to sustain the interest of readers, but also to aid them in comprehension. The illustrations can also be used to bridge the gap between the spoken and written languages. Some ideas about illustration are suggested as below:

1) Illustration should be attractive, interesting, enjoyable.
2) Illustrations should be simple, clear, and accurately representing content.
3) Illustrations, whether sketches, abstractions, and cartoons, should be recognizable by target audiences.
4) Illustration should conform to those of target audiences' surroundings and appropriate to each field of occupations.

C. Evaluation of Materials for Neo-Literates

1. Types of evaluation

Evaluation of materials for neo-literates can be broadly divided into two types – formative and summative evaluation.

2. Formative evaluation

Formative evaluation takes place along with the implementation of the programme. The improvement of any stage of material production can be done through this process of formative evaluation. The aim of this kind of evaluation is to monitor the programme while it is being implemented. These can result in certain important changes i.e. training for untrained instructors, and organization of learning group activities etc.

3. Summative evaluation

Summative evaluation is a kind of overall assessment of the programme. The main function of summative evaluation is to sum up the entire programme, both success and failure. It will help the planner or administrator concerned decide how to do further about the programme.

4. What to be evaluated

a. Pre-publication

Pre-publication evaluation involves two types of evaluation.

1) Technical aspects of materials i.e. words, language, visual attractiveness, locality etc.
2) Learners' reaction evaluation i.e. application, readability, acceptability, etc.

b. Post publication

Post publication evaluation can be done in terms of application, effectiveness, implementation, impacts to learning etc.

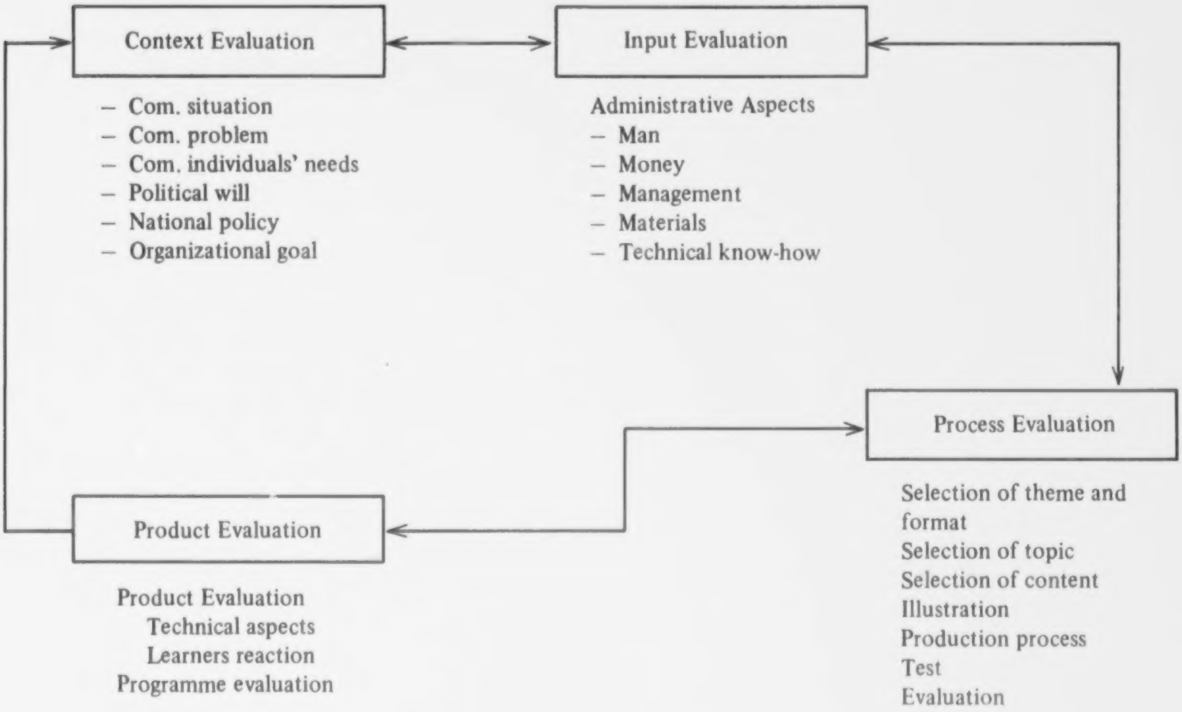
c. How to evaluate

The process how to evaluate this kind of materials can be used in structured, semi-structured and unstructured situation.

d. Programme evaluation

The model of programme evaluation is proposed to be a tool for administrators in order to monitor the programme. This model was indicated as below.

PROGRAMME EVALUATION


Context Evaluation
– Com. situation
– Com. problem
– Com. individuals' needs
– Political will
– National policy
– Organizational goal
Input Evaluation
Administrative Aspects
– Man
– Money
– Management
– Materials
– Technical know-how
Process Evaluation
Selection of theme and format
Selection of topic
Selection of content
Illustration
Production process
Test
Evaluation
Product Evaluation
Product Evaluation
Technical aspects
Learners reaction
Programme evaluation

6. SELECTION OF FORMAT AND METHOD OF DESIGN OF NEO-LITERATE MATERIALS

by: Mr. S. Tajima

Mr. S. Tajima, Head of Book Development Section, ACCU, Tokyo, presented his paper on selection of format (The full text of his paper appears below). He introduced some ideas on how to select a format and also in designing neo-literate materials showing the varieties of formats used for neo-literate materials. He suggested that the participants of the workshop should be more creative and more flexible in creating a new format. He, then, stressed the importance of considering at least four items in selecting a format.

Matters to be considered when selecting format

Format of materials for neo-literates is decided on the basis of what may be most appropriate and effective for the content of the particular materials to be produced.

When intended expression of content is most appropriately matched to format (booklet, pamphlet, poster, game, audio-visual medium, etc.), the highest degree of effectiveness is achieved; however, if the proper format is not selected, content is not clearly and vividly conveyed, and the communicative effect is markedly diminished.

In deciding upon format to be used, it is important to be knowledgeable of:

(1) needs and literacy level of target audience neo-literates,
(2) location and conditions in which materials are to be used,
(3) methods of application and their clarification, and
(4) production cost and process and means by which the materials are to be produced.

1) Understanding needs and literacy level of target neo-literates

As neo-literates seldom have enough time to study in a school or special literacy class, it is necessary when selecting a format to be aware of what type of format the target learners would like to use, even in a limited time frame. When producing posters and audio-visual materials to be presented to a group of people, it is particularly important that the literacy level of the group itself as well as that of individual members be known in order to employ an effective format for group use.

2) Location and condition in which materials are to be used

It is necessary to know in what type of setting (environmental condition) the materials are to serve, and in what manner they are to be applied. Materials such as posters should be displayed prominently, over a long period of time, in locations where people assemble or on a large wall surface.

Audio-visual materials normally require facilities and equipments such as electricity and slide projectors. The products or materials should be well aware of the locally available resources and the background of the target learners culture, customs, preferences, etc.

3) Methods of application and their clarification

In producing materials for neo-literates such as games and comparatively thick books, care should be taken so that they do not require excessively detailed guidelines for their application by instructors.

Format of materials must be carefully considered so that the materials can be at first easily accepted and understood by the instructors.

A format which includes complication or problems in application or does not clearly and simply convey the intended message should be avoided.

4) Production costs

Cost of materials production varies greatly depending on format used. It is important to determine best possible format, process, and supplies to be utilized within the budget set for the particular production.

POSSIBLE FORMATS FOR MATERIALS FOR NEO-LITERATES

CATEGORY	FORMAT
1. Printed book	book booklet photonovella comics etc.
2. Printed non-book	poster leaflets (flyers) wall newspapers news periodicals and journals flipchart picture story-telling hardboard set cards (flash cards, picture cards), etc.
3. Electronic media	films (8 mm, 16 mm, etc.) movies videos slides tapes radio programme and TV programme, etc.
4. Games and others	1. Ordinary conventional game card games, jigsaw puzzles, "future" games, games of finance (e.g. "Monopoly"), board games such as SUGOROKU ("Parcheesi") snakes and ladders, etc. 2. Simulation game 3. Others puppet show, shadow play, forkdance, songs, etc.

7. INTRODUCTION OF NEW METHOD FOR ANALYSIS USING NP METHOD

(Participatory Technique of Field Data by ALL)

by: Mr. S. Tajima

Mr. S. Tajima, Head of Book Development Section, ACCU, Tokyo, introduced a new method called NP Method in analysing field data consisting of 6 stages as follows:

1. All the participants are divided into four groups (A, B, C and D)
2. The members of each group are requested to discuss a twenty-minute group discussion concerning the most serious problems identified in the village visited by each group. At this stage, every participant must participate and point out every problem found in the village.
3. Then, the members of each group are requested to write down on small papers at least 7 serious problems within 20 minutes.

   They should write down the sentences describing the problems in the following manners:

   a. simple and short
   b. containing clear and practical messages
   c. easily understood by everbody

4. Each person should read out the content of what he/she has written and write a list of all problems identified. The Group, then, should categorize the problems identified together.
5. Finally, the group should write similar problems under the same heading on a big paper.
6. Through this method, you can find out the problems of the village (Data Map) very easily and quickly.

ANNEX 5. COUNTRY REPORT

CHINA

Brief Introduction of the Development and Publication of Literacy Follow-Up Materials in China

The quality of materials will have impact on the quality of teaching. A series of materials with high quality can attract hundreds and thousands of learners.

In order to consolidate the achievements of literacy programme, we have made greater efforts in developing and compiling literacy follow-up materials. At present, literacy rate in most areas of China reaches over 80 percent. Our government pays great attention to the continuing education while persisting in the universalization of primary education, such as the organization of various types of spare-time courses for elementary education and technology. To meet the needs of neo-literates, different kinds of elementary education materials and popular scientific materials are developed and published by the central government and local authorities.

The following is a brief introduction of China's development and publication of literacy follow-up materials:

I. Central and local materials developed and published by the respective authorities

Since 1949, many reading and teaching materials for neo-literates have been developed and published. In recent years, a few new sets of literacy materials and a great number of popular scientific materials have also been written and printed. For example, in 1979, the Ministry of Education organized a group of experienced teachers, literacy workers and experts to compile a series of elementary materials for workers and farmers for spare time courses–Chinese language in 4 volumes and Arithmetics in 2 volumes–which were distributed through-out the country. Considering differences between urban and rural areas and various needs of learners, in 1984, the Ministry of Education decided to organize forces in Fujian proince in the South and Heilong-jiang province in the North to develop two sets of elementary materials for spare time courses, especially for people in rural areas both in the South and North. The one set of materials by Fujian consists of a series of Chinese in 3 volumes and arithmetics in 2 volumes and the other a 2-volumes Chinese and a 1-volume arithmetics. The two sets are basically same in teaching objectives, but different in contents and examples, which are to meet the needs of different learners in different regions. The above-mentioned materials have been published and widely welcomed by literacy workers and learners.

Besides the central materials, each province and country in China has developed and printed different kinds of materials with its own features, especially those of elementary knowledge and popular science which are able to meet the demands of different learners.

II. Combination of written materials with audio-visual materials

In China, materials for neo-literates are mainly written materials with illustrations. In recent years, audio-visual materials are made in local areas. The materials, presenting teaching contents through vivid images with a characteristic of easy learning, are deeply welcomed by learners. For instance, a spare-time school run by the local people in Fujian once made a series of slides, which improved the teaching quality as the suplimentary materials for literacy teaching, recitation of verses and arithmetics teaching. In a country of Fujian, audio-visual materials such as Freshwater, Fish-farming, Duck Raising, Culture of Lotus Seed, Growth of China Fir and Mushrooms. After teaching with above-mentioned materials, learners said that they not only learned basic theories but also learned ways of doing it.

III. Development of literacy follow-up reading materials as supplementary for classroom teaching

In recent years, in Fujian we developed and published many kinds of reading materials such as Practical Writing for All, Calculation with an Abacus for All, Learning to Read through Songs and Correspondence for All. All the above-mentioned reading materials are circulated all over the country. The material Practical Writing for All has a circulation of more than 1,800,000 copies and the rest from 500,000 to 800,000 copies. The material Learning to Read through Songs won a prize Works of Excellence during the First National Competition of Works of Excellence in Rural Areas.

IV. Development of reference materials for elementary teaching

Materials of this type can improve both teaching quality of literacy workers and learning abilities of learners.

The followings are the ideas we gained through these years' development and publication of literacy follow-up materials in our country:

(i) Development of teaching materials should meet the demands of teaching plan and curriculum and help improve the teaching quality;

(ii) Reading materials should be developed with the consideration of characteristics of learners and areas;

(iii) Experienced teachers, literacy workers and experts should be organized to compile both teaching and reading materials.

We shall try our best to develop and publish more high quality teaching and reading materials for the eradication of illiterates and the prevention of those neo-literates from relapsing into illiterates in China.

INDONESIA

Literacy Work and Development of Learning Materials for Neo-Literates in Indonesia

I. Present Status of Literacy Works in Indonesia

1. Historical Background of Literacy Program

It is generally accepted principle that each man and woman should have opportunity for personal development. This implies that everyone, adults as well as children, should have free access to appropriate forms of education.

Article 31 of the Constitution of the Republic of Indonesia read as follows:

Section 1: Every Citizen shall have the right to obtain education.

Section 2: The Government shall establish and execute a system of national education provided by law.

With this constitutional background, it is officially accepted that the government must be concern with, and responsible for, not only the education of children, but also that of adults, irrespective of the degree of schooling they have received in childhood.

Education in Indonesia was neglected during the preindependence period, and had no marked effect in bringing progress to the people. After 350 years of colonization, there were only 6 per cent of the entire population could read and write Latin script.

One year after Indonesia proclaimed her independence in 1945, a new bureau was established in the Ministry of Education and Culture. The Bureau was called a Literacy Campaign Bureau which was assigned the task of organizing literacy campaign through courses. In 1949 this bureau became the Department of Community Education. This Department in 1966, was assigned the status of a directorate and became part of Directorate General of Basic Education, and 1969 up to now it was transferred into the Directorate General of Non-Formal Education, Youth and Sports. One of its successful programmes was the adult literacy campaign. Illiteracy has dropped from 94 percent to 65 percent, and the census 1961 showed that this percentage has further dropped to 60.8 percent, while in 1980 the total illiterates in the urban and rural areas in Indonesia is as described following table.

Table 1

Total Illiterates People in Indonesia Age 7 – 44 Year

Rural	Age Group	Urban
2.775.586	7 – 12 year	299.082
743.211	13 – 15	73.530
990.071	16 – 18	118.355
1.987.430	19 – 24	232.864
1.889.333	25 – 29	178.498
1.834.222	30 – 34	183.601
2.458.623	35 – 39	272.835
2.815.725	40 – 44	369.955

Source: International Literacy Day, Ministry of Education and Culture, 1983

The objective of literacy work in Indonesia have been set as follows:

(1) to enable illiterates to acquire skills in reading, writing, arithmetic and speaking bahasa Indonesia;

(2) to use the literacy campaign as an educational programme for futher activities; and

(3) to develop incentives for people to work hard, in cooperation with one another, in productive activities for the development of both themselves as individual and the community as the whole

To attain these objectives standards of literacy have been defined for various levels of achievement. Literacy classes have been initiated through concerted efforts of the people and follow up measures organized so that learners could further develop their literacy skill to promote their occupational efficiency and to undertake self development programmes in the community.

To carry out the principle of equitable distribution of education, it is projected that facilities for primary education should be provided. Tremendous effort was done and up to 1985, it was 97 per cent of the 7 – 12 year old were accomodated in the primary school Therefore, the literacy programme must also be devised for remaining 3 per cent besides for those who have had no opportunity for schooling and for the drop-outs.

2. The Package "A" Kejar Programme

Having had the previous unique experience in eradicating illiteracy, since 1976 the government has developed a new strategy in illiteracy eradication. This new strategy is called the "Kejar Program". The Kejar programme is a programme which has the characteristics of bekerja (to work) and belajar (to study). The learners follow the programme without disturbing their daily work, and all they learn should be useful and functional in their daily life situations.

The Kejar programme also means to help individuals to catch up what they have left behind. The Kejar programme also has another meaning: it refers to kelompok belajar (learning group) as the institution of learning and the learning materials used in this programme is Package "A". Package "A" is a series of the basic learning materials covering all areas of life which are required by illiterates and primary school drop-outs in order to enable them to become responsible and productive citizens. This package is in form of booklet and it is supported by supplementary learning materials such as posters, games, flipcharts, cassettes containing knowledge, skill and formation of mental attitudes toward innovation and development.

The package "A" consists of 100 booklets comprising the following series:

(a) Series A–1 up to A–20 consist of integrated lessons in basic reading, writing, arithmetic and bahasa Indonesia. The booklets are staggered: the contents of previous numbers become the base of the next number, so A–1 is the base for A–2 and so forth. A–1 up to A–20 have individual titles such as A–11 (Home Garden), A–12 (Planting Fruit Trees), A–13 (Poultry), A–14 (Fish Raising) and so on.
(b) Series A–21 up to A–60 comprise more advanced readings and contain additional basic knowledge and skills concerning various aspects of life. This series reinforce what is discussed in the previous books. The level of difficulty of all these books is similar, thus, not staggered as in A–1 to A–20.
(c) Series A–61 up to A–100 is the second selection of advanced readings. They discuss the wider and more specific aspects of various areas of life. The level of difficulty is one step beyond A–21 to A–60.

The books of package "A" are compiled on twenty two stages of difficulty; 20 stages in A–1 to A–20 and two additional stages for A–21 to A–60 and A–61 to A–100. If mastering A–1 to A–20 step by step, then the learners may continue with A–21 or any of the books until A–60. Similary, if A–21 up to A–60 are mastered, the learners may pursue to A–61 to A–100 series.

In order to facilitate further study a long these line, the supply of learning materials that will follow package "A" has also been planned, i.e. package "B". While the package "A" programme is for the illiterates and the primary school drop-outs, the package "B" programme is for those who have finished package "A". However, according to the educational equitability principles, the first priority to be implemented is package "A" together with other effort which provide basic education for the people.

II. The Development of Follow-Up Materials Learning for Neo-Literates

1. Development of New Learning Materials

As early as the first year of literacy campaign, it was recognized that literacy was not an end in itself. The achievement of literacy work would have no real significance for the people if the work was not followed by a systematic and orderly guidance for newly literate adults. In some cases most of the neo-literates have relapsed into illiteracy. One of the underlying reasons is a lack of suitable follow-up learning materials.

Such materials much be made available to the new literate adults, not only to prevent their relapsing into illiteracy but also to encourage development of the habit of reading among them and to enable them to improve their knowledge and skill while gaining fluency in reading. It is the reason the development of learning materials for neo-literates is an important factor in the framework of literacy programme.

However, in fulfilling the need of learning materials for neo-literates, the National Learning Activity Centre Jayagiri has a role in developing and adapting of learning materials follow-up for neo-literates. In implementing its role – the Center – in the year of 1984 – 1985 had developed 5 types of learning materials with various contents area which fit to the need of the target group. Those types of learning materials and number of titles are presented in the following table.

Table 1

The Types of Learning Material and Its Content Areas Developed by the Centre

Types of learning materials	Number of titles	Content Areas
1. Single poster	10	Income generating, health, enviroment keeping, leadership, community development and motivation
2. Simulation game	3	
3. Foto Novella	5	
4. Serial poster	2	
5. Discussion starter	10	

Source: Yearly Report of BPKB Jayagiri

Basically, developing of learning material follow-up for neo-literates is not a simple one, but it is a complex procedure in which an orderly activity should be done step by step. A pattern which usually used by the Centre in developing the follow-up learning materials can be illustrated as following chart.

Chart 1

Steps in Developing Learning Materials

Identifying of the problems and needs of the target group

Determining of the problems and needs priority

Determining type of learning materials which will be developed

Making a treatment

Making a draft

Making a prototype

Try out prototype of learning materials

Revision based on the results of tried out

Making master of learning materials

Recently, the Centre has developed learning materials for neo literates using "Do it yourself" principles in which the content is oriented to the source of daily income. The idea behind learning materials using "Do it yourself" is that learners or readers may practice and produce what they have learned from those learning materials.

The principles in developing "Do it yourself" learning materials covering three aspects:

(1) Motivation, meaning that the learning materials should persuade and encourage the learners or readers to practice and produce what they have read.

(2) To be informative or instructional, meaning that the learning materials should cover information in detail on a certain skill in the area of income generating, i.e. materials, should include procedure for practicing or producing and how to market the products.

(3) Benefit, meaning that the learning materials should describe what benefit probably gained by the learners or readers after they practice or produce any outcome from that learning materials.

"Do it yourself" learning materials we are going to develop, are assumed to be a supplementary learning materials for package "A" in the one hand, and on the other they are also provided to enlarge package "A" to be package "B" or "C".

Then, all learning materials developed by the Centre have been disseminated to other units such as Directorate of Community Education, Provincial Community Education Office, District Learning Centers, Directorate of Personnel Development, Directorate of Community Development and private organizations whose task are relating to non-formal education programme.

2. Adaptation and Modification of New Learning Materials

In cooperation with Asian Cultural Centre for Unesco (ACCU), the Centre has received a number of learning materials in English text. The types and titles of ACCU learning materials can be presented as following table.

Table 2
Types and Titles of ACCU Materials

Types of materials	Titles
1. Single Poster	1.1 Tree planting 1.2 Sanitation 1.3 Charcoal water for drinking water 1.4 Home gardening.
2. Round form poster	2.1 A Balanced diet
3. Booklet	3.1 Baby's Food 3.2 Bamboo Handicrafts
4. Games	4.1 Animal Sugoroku 4.2 Everyone's water 4.3 Building up a happy community 4.4 Proverb card game

The four types of learning materials mentioned in the above table was, then, adapted into Bahasa Indonesia. The adaptation of these materials into Bahasa Indonesia was emphasized on pictures, colour and lay out. Three or four types of ACCU materials which have been adapted into Bahasa Indonesia was tried out to learning groups at 3 vilage in Lembang sub-district.

In trying out of these learning materials, three variables were measured, that are:

(1) Comprehension of the learners to the message conveyed by the learning materials.
(2) Attractiveness of the learning materials.
(3) Acceptability of the learners to the learning materials.

Try-out achievement of the three adapted materials is given in tables 3.

Table 3
Mean Score in Comprehension, Interest and Acceptability of 3 Types Adapted ACCU Materials
N = 33

Types of materials	Comprehension	Interest	Acceptability
Single Poster	35.66%	32.83%	40.80%
Rounded form Poster	40.60%	37.80%	39.28%
Games	39.66%	38.66%	41.00%

Based upon the five rating scale provided before hand, then in terms of the comprehension the single poster was categorized as fully acquired. In terms of interest all the three materials are categorized as interesting and in term of acceptability these materials are also categorized as acceptable. The three adapted ACCU materials, then, was produced and disseminated to another units which are in need of these learning materials.

3. Study on the Effectiveness of Learning Materials

Along with developing and adapting learning materials, the centre conducted study on the effectiveness of 5 types of learning materials. The purpose of the study was to have ideas which one of the 5 types of learning materials is the most effective in terms of comprehension, interest and acceptability for a certain target group. The five types of learning materials we had studied were simulation games, foto novella, serial poster, single poster and discussion starter.

The study was conducted in 1985 at 5 provinces, in East Jawa, Central Jawa, West Jawa, Jogyakarta and Jakarta.

The Study showed that:

(1) Simulation games is more effective than foto novela serial poster, single poster and discussion starter.
(2) Foto novela is not much different from serial poster, but in fact foto novela is more effective than either single poster or discussion starter.
(3) Serial poster is more effective than single poster and discussion starter.
(4) Single poster has no difference than discussion starter.

Along the development and adaptation of learning materials activities, the centre also conducted training for developing learning materilas to domestic trainees who came from various institutions as well as foreign trainees.

During the year of 1985, there were 4 training activities for domestic trainees and 2 training activities for foreign trainees in developing learning materials. The foreign trainees came from Malaysia and Sri Lanka and the contents of training emphasized on the procedure in developing learning materials.

MALAYSIA

1. Development of Neo-Literate Materials in Malaysia.

Unlike in most countries in this region, literacy programme in Malaysia is under the portfolio of the Ministry of National and Rural Development and not under the Ministry of Education.
All programmes pertaining to basic literacy and post-literacy are planned and implemented by the Community Development Division of the Ministry of National and Rural Development. The programme geared towards arousing the interest and awareness of the community, to motivate their participation in development, to be self-reliant and to upgrade their quality of life. Hence the main objective of the Community Development Division is to bring about social, economic, cultural and political development of the individual and the community as a whole.

2. Development and Utilization of Teaching Materials for the Literacy Programme.

In 1984 the Community Development Division had developed a package of teaching/reading materials consisting of it sets both for the teachers and the learners.
In 1985 the Community Development Division organize a National Workshop on the Preparation of the Teaching and Reading Materials for the Literacy Programme for Women in Rural areas in Kuala Lumpur. Materials developed in this workshop were in the form of:

a) Posters
   1. MADELDAM
   2. Use of water

3. Clean and useful compound
4. Home gardening

b) Booklets

1. Home garden

Pre-testing of the above materials was carried out in Sabah and Sarawak, East Malaysia.

In 1986 the Community Development Division (KEMAS) organised another regional workshop in Sabah and Sarawak to adapt and adopt the AJP materials and other new materials produced to meet the local needs and surroundings. Through adaptation, these materials could be utilized in the rural areas and hopefully many more new materials will be generated. New participants were trained during the regional workshop and they will subsequently become key personnels for the region of Sabah and Sarrawak.

Implemented Programme Until August 1986

Sarawak held the first workshop from 28th April to 5th May 1986. Materials developed were as follows:

1. Booklets	– 4
2. Pamphlets/leaflets	– 7
3. Audio/slide	– 2
4. Posters in series	– 1
5. Poster	– 4
6. Folded charts	– 1
7. MABELDAM	– 1

The second workshop on material development was held in Sabah from 5th August to 13th August 1986 and materials developed were:

1. Poster	– 1
2. Leaflet	– 2
3. Booklet	– 15
4. Pamphlets	– 1
5. Flipchart	– 3

All the above material are under printing process. The resource person for both workshops was Dr. Namtip Ansoonkool from UNESCO, Bangkok.

PAPUA NEW GUINEA

Papua New Guinea has over 700 different vernacular languages. While there is no official language policy, English is the language of education from grade 1 through University, and Tok Pisin and Hiri Motu are trade languages.

The Non-Formal Education section of the National Department supports NFE programmes within the 20 provinces through Provincial NFE Officers. These officers work with local language communities to develop programmes suitable for their areas.

While individual programmes are the responsibility of individual provinces, the national office does assist with finances and personnel, when appropriate.

Several provinces have begun province-wide vernacular pre-school programmes. The main purpose for these pre-schools is to help children learn to read in their local language before they begin community schools in English.

In each province, tests are demonstrating the over-all success of these programmes.

The Kaugel NFE programme, for the 25,000 Kaugel-speaking people of the Western Highlands Province, is an example of a locally initiated vernacular NFE programme.

The Kaugel NFE Programme has three main aspects:

1) Literacy classes for children and adults;
2) Vernacular literature production;
3) Community development and income-generating projects to provide funding for the NFE programme.

While the Kaugel Non-Formal Education Association (KNFEA) maintains a close relationship with the Provincial NFE Office, direct supervision of the day-to-day operation is the responsibility of the supervisor (Rambai Keruwa) and the KNFEA. The programme is one of "inter-dependence." Materials are produced, which assist certain local government departments, such as Health and Primary Industries, while some of these government officers serve on the KNFEA, along with local church and business leaders.

All personnel in the Kaugel NFE programme come from the local area, and receive most of their training locally. This allows community members to decide for themselves who will be their teachers, and also increase their feeling of responsibility for their own programmes.

All vernacular literature is written , edited, illustrated and tested by local people who have been trained in these fields. New books are printed on a hand-operated duplicator in lots of 50. When these have proven successful (by formal and informal testing and evaluation), they are sent to commercial publishers for printing in large numbers. One problem, still not solved, is how to deal with the 12 different dialects within this language group. Besides primers and supplementary graded reading materials, the Kaugel NFE Association is developing health materials (posters, lecture booklets to be used in MCH clinic), information materials dealing with local community development and appropriate technology (how to start a fish pond, how to build a drum oven), and other literature (such as a book of traditional songs for local churches, and a Kaugel-English dictionary).

The main purpose of the Kaugel NFE programme is to meet the experssed needs and desires of Kaugel speaking people in the area of vernacular education. Testing and evaluation are thus necessary on-going activities if the programme is to be considered successful.

PHILIPINESS

Production of Materials for Neo-Literates: The Philippine Experience

I. Introduction

The broad objectives of literacy programme in the Philippines can be traced to specific constitutional mandates. This includes Section 3 of Commonwealth Act. No. 80 which states that, "The objectives of adult education shall be to eliminate illiteracy and to give vocational and citizenship training." Section 8 (6) of the 1973 Philippine Constitution, in addition, states that, "The State shall provide citizenship and vocational training to adult citizens and out-of-school youth and deserving students." Then the Education Act of 1982 defines the commitment of the continuing education sector which includes the responsibility to carry out the following specific objectives:

1. Cater to the needs of the under-privileged sectors of society who are unable to avail themselves of the educational services and programmes of the formal system of education;
2. Provide literacy education and develop desirable sense of values of the out-ot-school youth and adults;
3. Provide opportunities for out-of-school youth and adults for the acquisition of livelihood skills through vocational and technical courses to enhance and ensure continuing employability, efficiency, productivity and competitiveness in the labor market; and
4. Serve as means for expanding access to educational opportunities to citizens of varied interests, demographic characteristics and socio-economic origins of status.

At present, the Bureau of Continuing Education (BCE), the implementing arm of the Ministry of Education, Culture and Sports in providing nonformal education throughout the country, is intensifying its literacy campaign side by side with livelihood skills development. Its targets are the elementary and secondary school leavers, children and youth who have not entered school, and the illiterate or semi-literate adults. Its literacy programme can be classified into basic literacy and neo-literacy. Its activities include:

(1) organizing adult literacy groups in the Muslim regions of the country;
(2) training literacy teachers;
(3) providing financial assistance for organizing/strengthening reading centers; and
(4) developing basic and neo-literacy materials.

The Bureau of Continuing Education is currently pouring its efforts in the development and production of neo-literacy materials. Realizing the possible effect of lack of follow-up measures in literacy teaching on the neo-literate, who could be reverting to illiteracy, literacy experts in the BCE have sought ways and means of preventing that damaging eventuality. To date, it is on its fifth year of involvement in the Asian/Pacific Joint Production Programme of Materials for Neo-literates (AJP) under the sponsorship of the Asian Cultural Centre for UNESCO (ACCU), Tokyo, Japan.

The BCE and Neo-Literacy Materials Production

Since 1981, the BCE has engaged itself in the development of follow-up literacy materials. It has participated in planning meetings and regional workshops organized by the ACCU on the preparation of materials, specially, for neo-literates. In a period of five years, nine (9) BCE personnel (including the present participants) have been invited to share their expertise in literacy materials development in said meetings and workshops held in different Asia and the Pacific countries. During the same period, the BCE received token contributions from ACCU for follow-up activities planned in connection with its Asian/Pacific Joint Production Programme.

In 1985, the Bureau of Continuing Education was granted the amount of US$1,000 for the follow-up activity it conducted after the Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific held in Chiangmai, Thailand on October 3–12, 1984. Such amount was spent in the National Workshop on the Development of Neo-Literate Materials, held in Baguio City, on March 18–30, 1985. With that money plus the BCE counterpart, thirteen (13) regional nonformal education supervisors, thirteen (13) illustrators and selected BCE personnel were trained and prototype materials for neo-literates were developed. Then the BCE gave a financial assistance of 36,500.00 for each regional follow-up activities which were held at scheduled dates from the last week of April 1985 to November of the same year.

This year, ACCU approved another token contribution amounting to US$700 for the project: Translation/Adaptation/Production of Materials for Neo-Literates, a follow-up activity of the Third Regional Workshop on the Preparation of Follow-up Literacy Materials in Asia and the Pacific, held in Tokyo, Japan on November 25 to December 4, 1985. The activity involved the translation, adaptation and production in Pilipino of selected ACCU materials, namely:

1. Baby's Food (booklet)	– 40,000 copies
2. Bamboo Handicraft (booklet)	– 40,000 copies

3. Balanced Diet (rotating pie-graph) – 10,000 copies

The Guidebook for the Development and Production of Materials for Neo-literates was also reprinted into 21,000 copies.

The materials were also translated into Ilocano and Cebuano but they have not been printed yet due to certain technical limitations of the government printing facilities. The original plan of translating/adapting the materials into the Muslim dialects was not yet undertaken in order to have the available funds concentrated on printing several copies of the Pilipino version. No alteration was done in the Guidebook. However, a credit line for the BCE for reproducing the material was added in the book.

The following personnel participated in the Project:

Project Coordinator (1)
Consultants (3)
Instructional Media Specialist (1)
Translator (6)
Illustrator (2)
Typist (4)
Supply Officer (1)
Utility Staff (2)

The work schedule was divided into three phases, namely: I – Planning; January 6–17, 1986; II – Development: January 20–February 21, 1986; and III – Revision/Finalization: February 24–March 26, 1986.

The final drafts of the materials were sent to the printer during the first week of April. They were delivered in printed form at different dates starting May 10 until July 30, 1986. Release of BCE funds for the printing job was somewhat delayed. In this connection, delivery of printed neo-literacy materials was also behind schedule.

At present, the Bureau of Continuing Education is distributing the materilas to about 2,009 school districts which includes 31,703 schools in the thirteen (13) regions of the country. Follow-up and monitoring of their use will be conducted by BCE researchers and the regional and division nonformal education supervisors.

If funds will be available, other ACCU materials and some locally prepared follow-up literacy materials will also be translated/adapted and mass produced. More training in literacy teaching and neo-literate materials development will be held in order to strengthen the work force of the literacy programme.

The country needs quality and relevant teaching materials for its neo-literate population. With ACCU's financial and technical support, we will continuously be able to develop and produce them.

THAILAND

The Neo-Literate Materials Production Programmes

1. Introduction

In dealing with educational problems in rural areas of developing countries, we cannot only stress social justice or political aspects, but we have to consider them as obstracles to national development. The fact is that people in rural areas need education and they have been neglected for too long. This is because virtually all educatonal development plans drawn up deal at length with the formal education system. The result is an imbalance in education between urban and rural people, with rural people having few opportunities to futher their education beyond the compulsory level. If this trend is not altered, it is inevitable that the educational imbalance will be a main factor blocking the national plan towards full development. Full attention should be given to the problems of educational opportunities in rural areas. In addition, expansion of opportunities in a nominal sense perhaps does not help much. Effects must be strengthened by various unconventional aproaches which together will create an impact on programmes for rural residents.

Unesco reports show that there are 130 million children and 800 million adults in the world who are illiterate and who live from hand to mouth. Even though a country may be fortunate enough to have an educational mass media programme launched by the government, it often does not reach these poor. One consequence is that, in most cases they miss all the technology that they might adopt for a better life. If any of this technology does come across, they are not appropriate to their situations and conditions.

However, there have been attempts to invent educational service which could best serve rural people. Mass media are also included as a tool to make the target population familiar with such educational services. It has been observed that these attempts have emphasized the role mass media can perform effectively in nonformal education activities. Particularly, mass media do have an important role to help the illiterates and neo-literates in order to facilitate a need to read and prevent a lapse back into illiteracy.

As of now, there have been attempts both within the governmental and non-governmental circles, such as those by the Thai Department of Non-Formal Education, SWITA, Women's National Council of Thailand and so forth, to produce printed mass media material for neo-literates in rural areas. One of the driving forces behind these attempts is the Prime Minister of Thailand, Prem Tinnasulanon, who has remarked upon the launching of the literacy programme as follows: "Another responsibility, in addition to helping the people to be able to read and write, we must think of activities which will enable those who have just gained their literacy skills to retain these skills-not to forget them. Otherwise, all that have been invested, namely, physical strength, determination and our brain power, will be lost totally. Therefore, follow-up activities which are aimed at preventing lapse back into illiteracy and supplying necessary information are quite important ones. We should organize these activities to have them go hand-in-hand with this literacy campaign."

In reality, there are a number of printed media materials which can be used to serve this dual purpose–to prevent illiteracy relapse and supply necessary information. These materials include dairy newspaper leaflets, posters pamphlets, pocket-books, and sort of 'wall newspapers'. All these are produced by a number of governmental agencies and non-governmental organizations. Nonetheless, a problem remains to be tackled, The materials are too difficult for neo-literates to read. Some are not attractive because the contents are distant in nature and has nothing to do with rural life.

Recently, research findings indicate that although there is a portion of rural people who "may read" if the contents are meaningful to their livelihood and if all other physical aspects of the publicaiton suit them, there are still a group who do not read at all. The main reason is simply that they do not feel attracted to reading–there is no reading habit on their part.

2. Programmes Related to Material Production for Neo-Literates

2.1 Village Newspaper Reading Centres

Each village community will be encouraged to build a small reading centre and form a committee to look after. The government will provide budget for two daily newspapers to the centres plus other printed materials issued by government and private agencies on health and agricultural practices, and books donated by the public. The government wish to promote the reading ability and to prevent relapses into illiteracy and also enhance the reading habit of people.

The main materials introduced to these centres are daily newspaers, both Bangkok and local ones. The idea of using newspaper is to motivate people who are interested in daily news to come for further reading. The supporting materials are wall newspapers, booklets, posters, and other printed materials which intended to provide different information for rural people.

There are two titles of wall newspapers produced by the Department of Non-formal Education Centre Office:one is "Non-Formal Education Message", the other is "Non-Formal Education Message on Population Education". There are also some wall newspapers produced by regional and some provincial non-formal education centres. Their purposes are to contribute facts, knowledge and useful information for people in general, Usually the contents will focus on agriculture, health, culture community and demography, Annually more than 6,000,000 copies are distributed to serveral rural community centres, such as village reading centres, wats, village health centre public schools and centres for community development.

2.2 Supplementary Reading Materials Programme

Once, the Neo-literates have acquired literacy skill, both from Functional Literacy Programme and National Literacy Campaign Programme, they must be provided with reading materials in order to utilize the skills in gaining up-to-date knowledge and information, as a result, to retain and further refine the skills.

The main purpose of supplementary reading books, however, is to maintain and upgrade reading skill for those who are neo-literates. The supplementary reading materials are written in different styles, for cartoons with easily understood words and contents relevant to existing problems and needs of rural people. The past two years 40,000 copies composed of 48 titles were published and distributed to the target groups in the National Literacy Campaign Project. Supplementary reading materials on population education are also written in Simplified words; moreover, the content deals with knowledge and information about life improvement. There is an issue for further consideration at the end of each story.

2.3 Reading Materials Production Programme for Rural People

The programme aims at training the rural people to produce rural reading materials for rural people themselves at village level. A team of producer is a combination of primary education teacher and villagers who are trained to produce reading meterials for the villagers: at the sub-district level. Local newspaper and wall-newspaper are two formats used for this programme. The content areas lay emphasis on village news, vocational information, jokes and cartoons, new ideas and technology. This programme, however, is pilot programme assisted by Unicef. The programme will be evaluated for further expansion in the end of this year.

The roles of supplementary reading mateials are summarized as follows:

1. Assist in acquiring language skills by making available opportunities to read, write, and comprehend the language.

2. Assist in making practical application of knowledge, information, and skills in daily living.
3. Supplying of information and skills needed to improve upon their old occupation, starting a new one, and making better use of leisure time.
4. Promotion of a good reading habit and prevent relapse of illiteracy.

2.4 Materials Development in INNOTECH Project DELSILIFE

"DELSILIFE" stands for "Development of a Coordinated Education Intervention System for Improving the Quality of Life of the Rural Poor." Funded by INNOTECH, it is an experimental project undertaken in Indonesia, Malaysia, Philippines and Thailand. The project's participation with a view for popular self-reliance. In relation to such goal, it is hypothesized that media be used as a catalyst for participation and reduction of dependency.

Preparation of media or instructional meterials seeks to embrace such thinking. That is the villagers identify their needs, topics of learning, and content. The non-formal education officials help to put the content in proper format, order of content; means of presentation-generally; and testing out with some villagers the language suitability.

3. Process of the Materials Development for Neo-Literates

1. Identification and selection of target groups
2. Conduct a survey of situation and problems of target groups and community
3. Specification of the objectives of the materials production
4. Specification of the types, guidelines and contents of the materials, for example, book, non-book, mixed materials
5. Draft of themes, contents, and illustrations of the materials, illustration.
6. Manuscript and review
7. Preparation, production, and review of the manuscripts
8. First editing review of the manuscripts
9. Try out of the materials
10. Improvement upon the try out editions
11. Preparation of the materials for printing and distribution

4. Problems

1. Lack of budget which will effect the quality of the materials
2. Lack of personnel who are experts in material production which serve in terms of both content and production process
3. Lack of staff training and development in terms of new ideas, techniques and up-to-date information
4. Lack of the effective distribution system
5. Little emphasis is given the use of materials in non-formal education methods and procedures

5. Position with Regards to AJP Materials

5.1 As for Thailand and ACCU, both have enjoyed a cordial relationship and are familiar with each other in the fields of publishing and culture through Printed Media Production for Children and Cultural Promotion Projects. The two projects served as a corner stone to move on to the Printed Materials for Neo-Literates in Rural Areas Projects. Subsequent to the meeting in May, ACCU had agreed to help produce a Thai version of (1) "Public Pollution inside the Bus" (poster): (2) "Around Asia and the Pacific with Sugoroku Game" and (3) booklet on "Grow Mushroom for More Income". The materials then were tested in twenty-six provinces by the Thai Department of Non-Formal Education, Ministry of Education. In addition, the following materials (in English) were tested with the staff of the Department:

(1) The Sugoroku Growing Rice Game;
(2) The Sugoroku Animal Game;
(3) Posters of Words "Village Life",
(4) Let's Think of Living by a Pond (a poster);
(5) Tree Planting (a poster);
(6) Sanitation;
(7) Building Up a Happy Community Sugoroku; and
(8) Raising Chickens for Additional Income.

The result of these trial periods were discusse at ACCU in 1982 in order to seek ways to improve the materials collectively.

In 1984, the Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific was jointly organized by the ACCU and the Department of Non-formal Education of Thailand in co-operation with the Unesco Regional Office for Education in Asia and the Pacific. The 5,000 copies of poster on "Water Filter System (pot)" were adapted and printed for distribution to village newspaper reading centres. In 1986, a Guidebook for Development and Production of Material for Neo-Literates was translated into Thai and distributed among NFE personnel who are involved in rural material development.

5.2 Ideas and models of materials developed by ACCU, however, have been modified and adapted to be used in our literacy programmes. Among those models, booklets, posters, and games were the most interesting and enjoyable.

5.3 The materials do not always related to the problems and present needs of the target groups.

6. Future Expectation of Non-Formal Education Department on Educational Materials Development

Generally, educational materials are not confined to printed materials. Owing to the progress of knowledge and technology, rural people have more chances to get access to newly developed innovations. Radio, Television and Video tape play a major role in providing distant information to those people. It seems that ordinary printed materials such as posters, leaflets or documents may not attract the people upcountry unless they are definitely relevent to their needs. Therefore, educational materials in the future should be oriented to technology.

VIET NAM

I. Realizing the importance of neo-literate materials

According to the data issued by UNESCO, there have been many illiterate people in Viet Nam especially in the disadvantaged areas. Most of them had been literate some years but they have relapsed into illiteracy, for they have not consolidated their reading and writing skills.

They had not enough appropriate and attractive materials to read.

Facing this situation we have realized that relevant materials should have been prepared and produced to meet the needs of the rural people. These materials have been printed with big letters and bold titles. Their contents are close to the farmers' daily life.

II. Measures and activities from 1985 to 1986

Having got some experiences from the Training Workshops held by ACCU, apart from different measures and activities we have laid great importance on the followings:

1. To consolidate the basic instructions given in the primary education grade by producing posters, pictures in order to increase their reading and writing skills. Effective measures have been taken to arouse their interests and motivations. The following list of materials have been produced:

   - brick production
   - grazing ground
   - picking up gourds
   - ripening rice
   - native land
   - beautiful sea
   - winter in mountainous areas

   These also enrich the learners' vocabulary and knowledge about the world around them.

2. Education for livelihood and products with social development.

   This programme currently provides general fundamentals of sciences and techniques to enable the neo-literates to acquire a scientific, analytical and critical mind. It is called the "specific topic class on sciences and techniques of production and practical livelihood". This is one of many steps of the development of the thematic approach.

2.1 Two AJP materials such as "Filtration of Water and Use of Gas From Daily Wastes" were adapted to use in some villages in some provinces.

We have also prepared and published folders on some specific topics in co-operation with some local educational administrations.

- Experiences about the intensive cultivation of winter – Spring Grops
- Improved spoon-net for catching insects
- Techniques of injecting germs into sows
- Techniques of breeding economic cross-bred pigs
- Seed rice CR – 203
- Feeding buffaloes for driving power in Winter Spring Groups
- Seed rice no. 2 in Hai Phong

2.2 For the middle level of the neo-literates we have written some textbooks on specific topics relating to agricultural production and other productive activities, and sanitation, food, housing and family planning and environment.

2.3 Proceeding from the idea "Learn It Yourself" and "Do It Yourself" and, of course, in turn through doing something and practising what have been learnt, the learners could accumulate more practical experiences to share with their fellows in "LEARN IT THEMSELVES", many tests have been carried out in some provinces.

After years of learning/teaching facts have proved the followings:

2.3.1. Specific topic on sciences and techniques of production and practical livelihood materials in the form of folders have attracted rural learners interests and inspired their motivations.

2.3.2. Regardless of their different levels and ages, they could learn in the same calss, study the same materials and discuss and exchange experiences on the same specific topics.

2.3.3. They have found the above-mentioned materials useful and close to their life. Somewhat could be learnt and some experiences gathered in learning and using materials could make a contribution to the increase of agricultural production and, in turn, improve their living standard. For example:
In the country side the application and activization of the formula "VAC" (V means garden, A pond, C cattle breeding place . . .) has been encouraged to obtain the goal i.e. to increase production and farmers' living standard. We have written and produced a series of folders about "VAC" such as "What is VAC" and "How to Translate it into Reality".

2.3.4. We have also attached importance on using new approach and mehods in writing materials and learning/teaching. At many places which need not be convenient and confortable, learners of different levels and ages could share their practical experiences. In the specific topic class, the active role of the learners have been considered whereas teachers only play the role of the guides. Recently, we have recorded in video a succesful specific topics class on "How to grow and increase the output of maize" which have been enjoyed great support and encouragement from rural learners, teachers and educationists.

2.3.5. For the development and the production of neo-literate materials we have an Educational Publishing House whose duty is to write, edit and publish all kinds of texbooks, non-textbooks and other teaching/learning materials for all levels of education. To consider the practical situations and the needs of the learners, and the requirement of production, we allow the local educational administration to produce neo-literate materials for middle level downward under the guidelines of the Ministry of Education.

2.3.6. To make it easy to distribute materials in time and on time, we have an Educational Materials Distribution Agency from central level down to local level.

2.3.7. The help given by ACCU in the field of the preparation and the production of neo-literates especially printing paper will be one of the decisive conditions favourable for us to prepare and publish qualitative and appropriate materials.

APPENDIX

Address
by
Prof. Dr. W.P. Napitupulu
Director-General of Non-Formal Education, Youth and Sports, Ministry of Education and Culture of of the Republic of Indonesia.

Ladies and Gentlemen.

It gives me a really great pleasure to welcome you all to this Fourth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

Let us first of all praise the Lord, God Almighty for His Blessings which enable us to gather here together for the sharing of experience and mutual learning.

Secondly, let me also on behalf of the government extend my grateful thanks to ACCU and Unesco Regional Office for helping us organize the Workshop in Indonesia. We are indeed honoured both by ACCU request for the Workshop to be hosted by us, and by the presence of our distinguished delegates from the Asian Pacific Region in this meeting.

We consider this Workshop a significant event in the continuing struggle against illiteracy that has plagued millions of people in our country and refrained them from attaining the fullest possible development in their personal, social and professional lives.

Indonesia is currently being involved in an all-out efforts to raise the educational level of the masses, through the development and implementation of non-formal education system to deliver literacy and other skills necessary to improve the living standard of the people.

The Indonesia's philosophy of non-formal education is that both individual needs and interests and national socio-economic development goals are intertwined. The ultimate purpose of our national development programme is to improve the quality of life of the individuals and of society as a whole. At the same time the individual must develop cognitive abilities and attitudes that enable him or her to contribute to and share the benefit of national development programme.

We have named the non-formal education programmes that deliver these skills and knowledge, KEJAR, KEJAR in the Indonesian language has three different meanings. First, KEJAR is a word that means "to catch up" or to improve one's life. KEJAR is also an acronym of the words: kelompok belajar, which mean learning group. The third meaning of KEJAR comes from the acronym of the words bekerja and belajar, which means "work and learn, and learning by doing". These three mearnings of the term KEJAR describe the basic principles of non-formal education cum literacy programmes in Indonesia. Those principles are that learning should take place in small groups those are formed on the basis of work-related needs and interests, and that learning should result in the betterment of life.

The Kejar Programme recognizes that the learning of literacy skills is but a first step towards improving the overall functionality of individuals and their groups. This functionalization of the literacy skills in the life of the learners constitutes the key to a successful programme.

We know from our long experience in this field that the typical programme of literacy which are often of necessity part-time or of short duration, are basically introductory in nature, and if the intended objectives of socio-economic and other development linked with the quality of life of the poor and backward populations are to be adequately served, it is essential that the programme be so designed as to contain the strategies aiming at:

(1) retention and stabilisation of literacy skills;
(2) continuation of learning beyond the literacy skills in order to convey adequate basic education; and
(3) application of learning for personal, social and vocational development.

Within these strategies, the development of learning materials plays a strategic and major role. Learning materials for the literacy as well as for the post-literacy programmes become crucial.

Countries which have literacy programmes recognized that a major problem facing in literacy education is that those who have acquired literacy skills tend to lose these skills soon afterwards because of lack of reading matters. This lapse into illiteracy occurred not only in the case of adults who acquire literacy through short duration non-formal programmes, but also with children who drop-out of the formal school system prematurely after acquiring temporary literacy.

Particularly in rural areas, there are very few reading materials suitable both in form and content for neo literates. Most reading materials available – and these are almost non-existent in remote areas – are too difficult for neo-literates in terms of the language used; they are also not sufficiently appealing in presentation to attract the attention of neo-literates and induce these people to read them. Moreover, their content is uninteresting, offers no simple knowledge and information which can be adapted for use in life and occupation, and as a whole bears no relation to local conditions, problems and needs, which invariably differ from one region to another.

Broadly speaking, follow-up materials should be designed to serve two broad functions: (1) a remedial function and (2) an extension or enrichment function. The first function related to correcting and strengthening the skills that may have been acquired at the very basic level during the course of programme. The second function assumes that initial learning has been successful, but to sustain the literacy skills, the materials have to be prepared to:

(1) reinforce what has already been learned and mastered;
(2) encourage the further use of what has already been learned and mastered;
(3) extend the various uses for materials already learned
(4) provide for differences in learning modalities preferred by learners.

Ladies and gentlemen,

All of what has been said may be too familiar to you. In fact, we are certain that into this forum, you bring with you all the richness and vastness of your experience in this field for us to share. We are keen to use every minute of our time here to learn from each other. We will grow together.

Finally, I hope that our honoured guests have a pleasure as well as productive stay in Indonesia. We hope that you will find the warmth of the people here in Lembang makes up for the rather cool weather.

With this final words, I hereby declare the Fourth Regional Workshop on the Preparation of literacy Follow-Up Materials in Asia and the Pacific officially opened.

Thank you.

Report
by
Mr. Darlis Djosan
Chairman of the Organizing Committee

The Honorable Director-General of Non-Formal Education, Youth and Sports,
Executive Director of ACCU and his staff,
Representative of Unesco Regional Office Bangkok,
Distinguished guests,
Dear Participants,

First of all I would like to welcome the Executive Director of ACCU and his Staff, Representative of Unesco, and all participants of the Workshop to Indonesia and I wish you all a nice stay in Jayagiri, Bandung.

As the Chairman of the Organizing Committee I would like to report to the Director-General of Non-Formal Education, Youth and Sports and the Executive Director of ACCU on the organization of the Workshop. This workshop is organized within the cooperation between Asian Cultural Centre for Unesco and the Directorate General of NFE, Youth and Sports supported by Unesco and the Indonesian National Commission for Unesco. Prior to this Workshop Directorate General of NFE, Youth and Sports supported by ACCU and Unesco organized a National Workshop on the Development of Paket A Supplementary Learning Materials from 13–19 October 1986, the result of which will be discussed in this Regional Workshop.

As we understand that the First and the Third Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific were held in Tokyo while the second one was held in Bangkok. we feel honoured that ACCU has chosen Indonesia to be the venue of the Fourth Regional Workshop.

The Workshop which is planned to last on 29 October 1986 will be ended by 28 October 1986 for practical reasons. However, the participants of the Workshop will be leaving for their home countries on the 30th October as scheculed.

This workshop is attended by the participants of the following countries: People's Republic of China, Indonesia, Malaysia, Papua New Guinea, the Philippines, Thailand, Vietnam where each of them send two participants except Indonesia, being the host country, is represented by four participants. By this time all but two of our colleagues from the People' Republic of China have been present. We are hoping that they will be with us some time today.

The objective of the workshop is to develop various forms of materials for neo-literates in accordance with the guidelines specifically designed for it.

Allow me in this opportunity to thank the Director-General of NFE Youth and Sports for his valuable guidance to Organizing Committee and Steering Committee in the preparation of the Workshop, to thank ACCU who has entrusted us to organize the present Workshop, to Unesco and Indonesian National Commission for Unesco for its good cooperation. I would like also to thank the staffs of the Organizing Committee and Steering Committee who have worked hard in the preparation of the Workshop.

Finally I would like to thank those who in one way or another have contributed to the success of the Workshop.

Thank you.

Welcome Speech
by Mr. T.M. Sakya
Education Advisor, ROEAP, and Representative of Unesco

Dr. Napitupulu, Mr. Sasaoka, distinguished participants, Ladies and Gentlemen.

It is a great pleasure and honour for me to have this opportunity to extend hearty welcome and greeting to all the participants from different countries attending the Workshop and to all of you on behalf of the Director-General of Unesco and on behalf of Dr. Makaminan Makagiansar, the Assistant Director-General for Coordination of Unesco Activities in Asia and the Pacific and also on my personal behalf.

Unesco is very happy to cooperate with the Government of Republic of Indonesia and the Asian Cultural Centre for Unesco to organize the Fourth Regional Workshop on Preparation of Literacy Follow up Materials on 20–29 October 1986 in this beautiful Jayagiri Centre.

Kejar Package A of Indonesia has been a pioneering work in the field of literacy and post literacy materials in Asia and the Pacific. The National Workshop on Development of Package A Supplementary Learning Materials just completed on 19 October has added one more milestone in the development of learning materials in Indonesia.

This workshop will provide an opportunity to the participants from different countries to share and learn from Indonesian experience in the development of learning materials. In turn the participants from other countries have also brought many valuable experience with them and through sharing them everybody will benefit including the Indonesian participants.

Asia and the Pacific Region has made a great progress in the universalisation of primary education and in the eradication of illiteracy. As a result of those there are a large number of neo-literates in the region who desperately need various type of neo-literate materials suited to their needs and interest.

Asia and the Pacific Region still has a large number of illiterates population. The rate of illiteracy has decreased from about 46% percent in 1970 to about 36% percent in 1985, but at the same time, the absolute number of illiterates have increase from 537 million in 1970 to 618 million in 1985.

Similarly about 100 million children are not attending schools at all and the dropout rate is very high in many countries.

The countries in the Region have realized that, this situation is not compatible with the development aspiration and needs of the people.

Therefore the Fifth Region Conference of the Ministers of Education and those responsible for Economic Planning (MINEDAP V) which was held in Bangkok in March 1985 had recommended to Unesco to launch a Regional Programme to eradicate illiteracy and to universalise primary education in Asia and the Pacific by the year 2000. This recommendation was unanimously endorsed by Twenty Third Session of Unesco General Conference held in Sofia in Oct./Nov. 1985.

Following those decisions Unesco has prepared an "Asian-Pacific Programme of Education for All" (APPEAL) in consultation with the Regional Experts Meeting held in Bangkok on 20–27 May 1987. Unesco is planning to launch the APPEAL Programmes on the occasion of 40th anniversary of Unesco in cooperation with the Member States in the Region by the end of 1986.

The main objective of APPEAL is to eradicate illiteracy, to universalise primary education and to provide continuing education in Asia and the Pacific.

One of the main emphasis of the APPEAL is that primary education and literacy are not enough to enable the youths and adults to meet growing needs for new knowledge skills and attitude for development. They need continuing learning opportunity to meet ever changing and growing development challenges.

In order to provide the continuous learning opportunity to the youths and adults we need a large number of learning materials suited to their needs and interest.

Realising the importance of neo-literate materials, Unesco Regional Office for Education in Asia and the Pacific and the Asian Cultural Centre for Unesco here joined hands since 1980 to produce prototype neo-literate materials under the Asian/Pacific Join Production Programme (AJP) and to train materials development personnel through Regional and National Training Activities.

Three Regional Training Programmes have already been succesfully completed and we are very glad to organise this Fourth Regional Workshop in Indonesia.

This Fourth Regional Workshop has special significance, because this was preceded by a National Workshop on Development of Package A Supplementary Materials.

This Workshop will provide oppotunity to the particiapants to discuss about the theory and principles of developing neo-literate learning materials and to practise them in developing actual learning materials combining theory and practice.

In the end I would like to express profound thanks on behalf of Unesco, to Indonesian National Commission for Unesco, Directorate of Non-Formal Education, Youth and Sports, BPKB, Jayagiri for cooperating to organise the Workshop. Unesco is very thankful to ACCU for agreeing to organise the workshop in Indonesia. ACCU acturally deserve congratulation for the success of the Neo-Literate Materials Programme in Asia and the Pacific.

I hope the participants will have not only fruitful time, but also pleasant stay in Jayagiri.

Thank you.

Address
by
Mr. Taichi Sasaoka
Executive Director of
Asian Cultural Centre for Unesco.

Dr. Napitupulu, Director-General of Non-Formal Education, Youth and Sprots,
Mr. Sakya, Representative of Unesco Regional Office for Education in Asia and the Pacific,
Distinguished guests,
Distinguished Participants,
Ladies and Gentlemen.

It gives me a great pleasure to say a few words of greeting, on behalf of the Asian Cultural Centre for Unesco, on the occasion of the opening of the Fourth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, held at this beautiful and quiet place of Jayagiri in Indonesia.

First of all, I would like to experss my deep appreciation to all the distinguished participants, resource person and observers who have come all the way to participate in the Workshop.

I should also like to experss our heartfelt appreciation to Dr. Napitupulu who kindly gave us a ready consent to joint organization of the Regional Workshop in this country and then the Ministry of Education and Culture, Indonesia and Indonesian National Commission for Unesco rendered us all possible and thoughtful co-operation by making necessary arrangements, such as finding workshop site, preparing field testing and providing efficient secretarial services. Furthermore, our particular gratitude must go to Mr. T.M. Sakya, Education Advisor at the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, who is attending this Workshop as an advisor in spite of his very tight schedule.

The Asian Cultural Centre for Unesco, known as ACCU, is a non-profit-making organization in Japan, which aims at making contribution to the development of three major fields, these are book development, cultural activities and literacy programmes, in Asia and the Pacific, in line with Unesco's principles. ACCU is formally a national organization but all activities conducted by this organization are mostly regional.

In order to attain this aim, ACCU has been conducting various regional programmes in close collaboration with the Unesco Member States in Asia and the Pacific and with full support from Unesco.

The specific characteristics of ACCU's activities are to jointly produce practical concrete materials such as books, posters, photo panels, tapes, slides and so on.

Among such ACCU's programmes, literacy programmes, especially development of materials for neoliterates is one of vital importance in recent years.

Since 1981, ACCU has been exerting its considerable efforts in developing materials for neo-literates as a new attempt for regional benefits.

This programme include three activities. The first one is to jointly produce prototype materials for neoliterates in collaboration with experts in Unesco Member States in the Region. ACCU has so far developed 23 kinds of materials and I am very happy to say that among 23 kinds of materials, 19 kinds are translated into national languages in 8 countries.
The second one is to organize Regional Workshop for the training of experts on the development of materials for neo-literates in Asia and the Pacific in close collaboration with the host countries. So far we have organized three Regional Workshops.
The third one is to co-operate with Member States for the organization of National Workshop for the training of experts on the development of materials for neoliterates in their countries. So far we have co-operated with two national workshops.

Now it is indeed our utmost pleasure to be able to hold jointly the Fourth Regional Workshop in this splended place, Jayagiri.

As I mentioned earlier, it is totally due to profound understanding and dedicated co-operation of Directorate of Non-Formal Education, Youth, and Sports, Ministry of Education and Culture, Indonesia under the leadership of Dr. Napitupulu and the Secretariat of Indonesian National Commission for Unesco under the leadership of Dr. Soepoyo Padmodipoetro, Executive Chairman and Unesco Regional Office for Education in Bangkok.

Also our deep gratitude goes to Mr. Maman, Director of National Centre for Learning Activities Jayagiri and his staff members for their sincere and thoughful collaboration.

Moreover I would like to mention the National Workshop on the Preparation of Materials for Neo-Literates which has been actively conducted and successfully completed by Ministry of Education and Culture, Indonesia the day before yesterday at this same venue.

I am sure that the outcome of the National Workshop also will contribute to the Regional Workshop which is now going to start.

I understand furthermore that the Ministry of Education and Culture, Indonesia has been exerting much efforts in literacy programme for long time and getting fruitful results in this field.

I believe that these experience and accumulated knowledges in Indonesia would give a lot of insights and guidance to the participants in this Regional Workshop.

Please allow me to assure you that four staff members of ACCU would make our best efforts to bring this workshop to sucessful under the wonderful collaboration of staff members of the Ministry of Education and Culture Indonesia.

I should also like to invite all participants' eager and constructive opinions and suggestions which are indispensable to the success of the Workshop.

Thank you very much.